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Research findings on the black student and on predominantly Negro institutions of higher education in the US have clarified 2 sets of facts: (1) less than 6% of all students currently enrolled in US colleges are black, whereas almost 12% of the US college-age population are black, and (2) more than two-fifths of the black students attend predominantly Negro institutions, which represent 4% of the current 2,300 US undergraduate institutions. These findings have prompted the planning or implementation of programs at federal, state, and local levels for the purpose of increasing higher educational opportunities for black and other minority group youth. This report provides a black-nonblack comparison, in the form of a summary, of student characteristics by institution, race, and sex. The national norms presented were compiled from data provided by 12,300 black students and 230,582 nonblack students on a Student Information Form. All of the students were entering freshmen at 358 institutions in the fall of 1968. Characteristics included in the summary are age, high school grades, postbaccalaureate degree aspirations, selection of college major, parental education, religious background, family income, college choice influences, financial support for college education, marriage plans and career aspirations, and study habits. The data on which these comparisons are based appear in 24 tables appended to the report. (WM)

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THE BLACK STUDENT IN AMERICAN COLLEGES

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Logan Wilson, President

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We are also indebted to Gerald Richardson, who prepared and directed the computer programming and data processing tasks necessary to complete this project; to Mary Lee Gilmore, who undertook extensive bibliographic work for this report; and to Janet R. Liechty, who prepared the entire manuscript and the final copy for the tables of the normative data.

March, 1969

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RFB

READER'S NOTE

The reader who is already acquainted with the design of the American Council on Education's Cooperative Institutional Research Program, who is not at the moment interested in technical details and methodology of the study, and who is familiar with previous reports on black higher education, is advised to turn directly to the summary, Black-Nonblack Comparison of 1968 Freshmen, beginning on page 15.

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The Black Student in American Colleges

Alan E. Bayer
Robert F. Boruch

American Council on Education

During the past several years increasing numbers of social scientists have focused attention on the black student and on the predominantly Negro institutions of higher education in the United States. The research findings have clarified two predominant sets of facts: (1) less than six percent of all students currently enrolled in American colleges are black, whereas almost 12 percent of the college-age population in the United States is black; and (2) more than two-fifths of the black students attend the predominantly Negro institutions, which represent four percent of the current 2,300 American undergraduate institutions, with most of these Negro institutions exhibiting below average institutional excellence and student body quality.

In response to the needs disclosed by these findings, a number of programs are being planned or are being implemented, at Federal, state, and local levels, to alter the state of educational opportunity for, and progress of, black students and other minority group youth. These programs often take the form of financial assistance to "able and motivated" underprivileged persons and to the academic institutions that serve, in large proportion, the underprivileged. In addition, many individual institutions have recently reviewed their administrative and admission policies with regard to the composition of their entering freshman class. Indeed, a number of colleges and universities are beginning to actively recruit students who are "able and motivated" and are members of minority groups, particularly the black minority.

In order to study the effects of these new programs, it is first necessary to acquire "base line" data on the current composition and characteristics of the population of black students in American institutions of higher education. The previous descriptive research on black students and Negro institutions has only partially met this need as the samples which were used were limited in both their comprehensiveness and representativeness. However, the base line data needed

are available from the ACE Cooperative Institutional Research Program (CIRP), which in 1968 incorporated a stratification design to provide adequate sampling of black students in both predominantly white and predominantly Negro institutions. This report provides the national normative data for comparing the characteristics of black students in different types of institutions and for comparing the characteristics of black students with their white counterparts. These data may also be used at some future time to assess changes produced by the new programs which directly affect the education of black students. For example, such questions as the following may be answerable: How has black student recruitment throughout the educational establishment affected the composition of the student body in predominantly Negro institutions? How much has the educational level of black young adults changed over time? What changes have taken place in the composition of the black student body over time? How have the educational and career aspirations of black students changed? The data presented here will help provide future answers to these and other related questions.

Overview of Studies on Black Higher Education

Most of the recent studies of Negro higher education have been conducted at the regional or local levels. Typically, research efforts have been confined to a small sample of subjects, often from a single educational level and enrolled in only one college or a small group of colleges. Although the studies are informative with respect to specific environments and samples, their inferences are limited in generalizability and the extent to which various comparisons may be made. The contributions of these studies and the limitations implied by their research design are summarized here in the context of their objectives. These objectives include the assessment of inputs to the college environment, of the educational process, and of students during and after their college experience.

Changes in student attributes as related to college admissions and selection policies are of special current interest. Data on the student input side of the college environment have been developed from massive research directed by Coleman (1966). He documents in detail the earlier

environment of the student, but he provides only brief information on the interface between high school and college. An informative paper on recruitment and selection of black students for colleges is presented by Dyer (1967). Further discussion of this topic is given periodically in the Chronicle of Higher Education (notably, the issue of February 12, 1968), the Journal of Negro Education, and other similar periodicals. Emphasis is usually given to an assessment of outdated college recruitment techniques, inflexible admission indices, and restricted curriculum policies prevalent in higher education. In order to achieve a more heterogeneous college population, especially with respect to minority groups, it is generally suggested that these constraints be relaxed or altered. Results from surveys of high school counselors (Amsden, 1965) reinforce the viewpoint that a crucial factor is the college recruitment system. The use of standardized tests in the selection and prediction of performance of black students has been examined by Stanley and Porter (1966), Roberts (1962), and others. The studies are confined to specific types of samples within the population of black students, yet indicate a substantial selection bias that favors nonblack students.

The recent legal and social stress on integration has prompted competition in the recruitment of black students. Not only do the Negro colleges compete for the same students, but the predominantly white institutions are increasingly competing, both among themselves and with the predominantly Negro institutions, for the same black students. This competition has been stimulated by major re-evaluations of the recruitment policies among the predominantly white institutions. The instituting of major recruitment efforts by these schools has posed some additional problems for Negro institutions (see Dyer, 1967, for example). The more able black students are likely to be lost by predominantly Negro institutions and recruited by predominantly white ones. This likelihood can be examined only with the type of data presented in this report, supplemented by similar data from future studies.

Demographic, biographic, behavioral, and attitudinal attributes of entering freshmen of the past three years at predominantly Negro institutions are given in research reports published by the American Council

on Education (Astin, Panos, and Creager, 1967; Panos, Astin, and Creager, 1967; Creager, Astin, Boruch, and Bayer, 1968). The samples employed are substantial and well defined with respect to their representation of the population. However, the data on black students at predominantly white institutions are not reported separately. One of the purposes of the current report is to allow comparison of black students enrolled at both the predominantly Negro and the predominantly white colleges. Follow-up studies of these students are being conducted and will allow determination of the differential effects these institutions have on student outcomes. Continuation of the ACE annual surveys of entering college freshmen will permit the assessment of changes over time.

The educational process in predominantly Negro institutions appears to differ from education at the predominantly white institutions. The nature and importance of the differences have been the subject of investigation, discussion, and controversy. Jencks and Riesman (1967), for example, provide a pessimistic general commentary on Negro undergraduate institutions. The authors infer that quality of education, financial and physical resources, and competency of faculty at such institutions is not adequate. Criticisms of their inferences and attacks on their factual information are made by Gloster, Mays, Wright, and Dent (1967). McGrath (1965) provides a demographic description of the administrative and physical attributes at 123 predominantly Negro colleges. He emphasizes the high variability within the dimensions examined, and the comparability (in quality) of these schools to many predominantly white institutions. Major shortcomings of the colleges appear to be their limited function (e.g., training for teaching in contrast to research) and limited curriculum (vocational). Severe shortages in funds prevent major changes. An analytic assessment of student perceptions of the physical, classroom, administrative, and peer environment at predominantly Negro institutions is presented by Astin (1967). The sample is small and confined to sophomores in seven southern schools. The college environments are characterized by rather severe grading practices and high student involvement in class. Administrative restrictions are severe for drinking and heterosexual activity. This group of colleges also contained a high proportion of students who engaged in religious activities and small proportions involved in organized dating.

Demands and proposals for Black Studies curricula are currently generating discussion and controversy. Both predominantly white and predominantly Negro institutions are encountering the problems inherent in the issue. There has been little substantive research on this rapidly changing situation at the college level. However, development of curricula is receiving attention at a number of national and regional meetings of educators. In their recent conference report, New Careers and Curriculum Change (1968), for example, the Southern Regional Education Board and the Institute for Higher Education Opportunity discussed a number of proposed innovations. Changes appear to be most appropriate and substantial in the social sciences. Emphasis has been on additions and complements to existing programs, rather than their replacement. A future national conference on "The Campus and the Racial Crisis," sponsored by the American Council on Education, will also include consideration of Black Studies curricula.

At the output side of the educational process, a recent large-scale examination of Negro higher education is described by Fichter (1967). The sample of respondents included approximately 3,400 of the 1964 graduates of predominantly Negro colleges. The sampling design and the objectives of the study are similar to those presented earlier by Spaeth and Miller (1964), with particular emphasis given to the general opportunities for higher education available to black graduates and the relation of race to employment possibilities. The study is, of course, restricted with respect to time and nature of the sample. Insofar as students attending predominantly Negro institutions are not representative of the population, the study is restricted with regard to generalizability. Issues, attitudes, and biographic attributes may have changed substantially during the past few years. To the extent that these variables have changed, more up-to-date information is needed.

Overview of Programs in Higher Education for the Disadvantaged

A recurrent theme in studies of minority groups in higher education has been the documentation of the overriding impact of socioeconomic status. The relation between income level and the opportunity of students for the college experience is documented in much detail. Ashmore (1954)

and Coleman (1966) have provided broad descriptions of the problems based on comprehensive studies. In addition, a recent publication by the Carnegie Commission (1968) has assessed the difficulties of students from lower socioeconomic brackets and made recommendations for Federal programs to ameliorate at least some of the adverse conditions. The report emphasized government aid to improve opportunities for higher education, increased counseling and financial assistance, and active recruitment of able students. Succinct statements of current Federal expenditures and programs are given in this and other publications (e.g., the Chronicle of Higher Education, issue of January 27, 1969).

A number of programs under Federal support are being implemented in the interface between the high school and college levels. The objectives generally include the search for talented disadvantaged students and the provision of information, training, or aid to enhance the students' potential for success in college. Major precollege preparatory programs are currently operational as part of Project UPWARD BOUND, for example. The Office of Economic Opportunity notes that some 26,000 disadvantaged students have been provided with some form of aid through this program. TALENT SEARCH (Search '68), supported by the U.S. Office of Education, provides student counseling services at the city and neighborhood levels. Examples of city-wide efforts within the TALENT SEARCH system include COPE (Boston) and OPEN (Washington, D.C.). These operations are often the only link that the disadvantaged student has with college personnel. Evaluations of some of these efforts are given in Gordon (1967) and Nelson (1969). The major administrative difficulties appear to be insufficiencies in funding and inadequate evaluations of programs. The rigidity of college admissions policies and of curriculum standards present further problems for achieving the objectives of the programs. The National Scholarship Service and Fund for Negro Students has provided services, similar to those described above, to a smaller group of students. Bright but disadvantaged high school students are provided with counseling and financial subsidy. Systematic matching of students and institutions appears to enhance the effectiveness of the program. Evaluations for a sample of students in these programs are given by Clark and Plotkin (1963) and by Wilkerson (1967).

Kendrick (1967), Doermann (1968), and others have examined the implications of college admissions policies, especially as they affect disadvantaged students. The use of precollege ability tests in the evaluation and selection of students is a major concern. However, the cultural and verbal biases known to be inherent in such tests are also present in the methods of assessment used in the college classroom. To the extent that these classroom biases prevail, the use of precollege tests in the selection of students and the prediction of performance in college is partially justifiable. The disadvantaged student is likely to fall short of meeting many of the standard entrance requirements; he is also likely to fall short of performing at the standard required. These observations apply to many subgroups in the student population, including other high risk students (e.g., athletes, foreign students). Kendrick suggests that the crux of most discussions of admissions policies concerns the adjustment of current modes of college evaluation (therefore selection criteria) so that evaluation is pertinent to the given discipline of the student. Doermann (1968) undertakes a more extensive examination of a similar argument against the rigidity of college standards, extending it to a consideration of the financial requirements imposed on the student. Higher education may restrict substantially social mobility under these current, generally inflexible conditions. Doermann predicts that future groups of potential college goers will be further restricted in their social mobility. That is, the affluent will attend one set of colleges, the less affluent will attend another, and the least affluent will attend none at all. Hoy (1969) presents a provocative commentary on these possible effects and other major shortcomings of college admissions practices. Discussion of many technical aspects of the same topic are given by Stanley and Porter (1966).

At the college level, a variety of special programs for high risk disadvantaged students are evident. Early studies of college programs for disadvantaged students are described by Gordon and Wilkerson (1966) and by Wilkerson (1967). Information on programs, practices, special assistance measures, and counseling are provided for the period 1964-66. The Southern Educational Report, in conjunction with the Southern Education Foundation of Atlanta, has conducted more recent surveys on a larger

sample of institutions. The objectives have been assessment of the nature and extent of special college programs for the high risk disadvantaged student. Some 13 percent of the nation's four-year institutions are included in the sample. Egerton (1968a, 1968b) documents the results of the surveys, noting the differences in institutional adoption of programs and the variations in the relative effectiveness of the programs. These differences prevail even among those institutions that are most likely to have substantial financial and professional support available. A major question for most of the colleges concerns the nature and extent of the institutional investment in the high risk student, as compared with the investment in the majority of students. That is, how much support in the form of counseling, financial and tutorial assistance, and so on, can and should be allotted to the high risk student? In an attempt to partially answer this question, a survey of a more representative sample of colleges is being conducted by the Educational Assistance Center (New York) to further describe current conditions. Examination of data on the distribution of support by colleges participating in the ACE Cooperative Institutional Research Program is also in the planning stages.

Research Design for the 1968 National Norms for Black and Nonblack Freshmen

The normative data for this report were compiled from the third annual survey of entering college freshmen, part of the Cooperative Institutional Research Program of the American Council on Education. These data were collected by administration of the Student Information Form (shown in Appendix A) to more than 301,000 freshmen entering 435 colleges during the 1968 fall registration or orientation period. The resulting statistical information is differentially weighted in order to be representative of the population of entering freshman students and of the defined population of institutions.

Sampling Design and Weighting Procedures

The primary sampling unit in the program is the institution. The population consists of all "eligible" institutions of higher education listed by the Office of Education in its annual Education Directory. An

institution was considered "eligible" if it was functioning at the time of the survey and had the equivalent of a first-time entering freshman class of at least 30 students. Excluded are institutions that require undergraduate credits for admission to their "first" class (for example certain professional schools), and some very small institutions (whose growth may qualify them as part of the defined population in subsequent years of the program). The population includes all other accredited and nonaccredited institutions of higher education listed by the U.S. Office of Education--universities, four-year colleges, and two-year colleges (U.S. Office of Education, 1967). The eligible population at the time of the 1968 survey consisted of 2,303 institutions of higher education, including 93 predominantly Negro institutions.

The working sample of institutions was selected by first sorting the eligible population into 35 mutually exclusive stratification cells on the basis of several institutional characteristics. Of the 435 institutions selected and cooperating in the survey, 77 used procedures for administering the questionnaire which would tend to produce a sample of respondents that was not representative of the entire entering freshman class. Consequently, the national norms are based on data provided by approximately 243,000 freshmen at 358 institutions.

Because of the disproportionate sampling from the 35 stratification cells, the data obtained from students enrolling at institutions in the various cells are differentially weighted.. In addition, the data are further adjusted to correct for nonparticipation of students within colleges. Table 1 gives information about the participating institutions included in the 1968 national norms. The table shows the number in each stratification cell and the cell weights applied to each institution's data in computing the national norms. The cell weights, listed in the last two columns of Table 1, are the ratios between the number of first-time, full-time students entering all institutions in the eligible population within a given cell, and the total number of first-time freshmen entering ACE sample colleges included in the national norms within that cell. These cell weights were further adjusted according to the proportion of the institution's first-time, full-time entering freshmen who completed the questionnaire and who reported their sex on the form.

Table 1: 1968 ACE Sample and Weights Used in Computing National Norms

| Stratification Cell ^b for Sampling | Number of Institutions Participants | | | Cell Weights ^a Applied to Data Collected From | |
|--------------------------------------------------|----------------------------------------|-------|------------------|-------------------------------------------------------------|-------|
| | Popu- lation | Total | Used in Norms | Men | Women |
| <u>Universities</u> | | | | | |
| Selectivity: | | | | | |
| 1. Less than 500 | 30 | 12 | 10 | 2.6 | 2.7 |
| 2. 500-549 | 39 | 19 | 15 | 2.6 | 2.7 |
| 3. 550-599 | 45 | 20 | 15 | 3.7 | 3.3 |
| 4. 600 or more | 50 | 30 | 25 | 2.2 | 2.2 |
| 5. Unknown | 130 | 26 | 11 | 8.0 | 8.9 |
| <u>4-Year Public Colleges</u> | | | | | |
| Selectivity: | | | | | |
| 6,9. Less than 450 and unknown | 154 | 12 | 10 | 20.2 | 18.2 |
| 7. 450-499 | 67 | 11 | 9 | 8.9 | 7.4 |
| 8. 500 or more | 73 | 17 | 14 | 4.1 | 6.5 |
| <u>4-Year Private Non-sectarian</u> | | | | | |
| Selectivity: | | | | | |
| 10,14. Less than 500 and unknown | 197 | 30 | 24 | 8.4 | 5.8 |
| 11. 500-574 | 44 | 9 | 7 | 6.0 | 6.2 |
| 12. 575-649 | 54 | 18 | 18 | 3.0 | 2.9 |
| 13. 650 or more | 48 | 29 | 27 | 1.6 | 1.9 |
| <u>4-Year Roman Catholic</u> | | | | | |
| Selectivity: | | | | | |
| 15,18. Less than 500 and unknown | 111 | 19 | 15 | 9.8 | 5.3 |
| 16. 500-574 | 75 | 14 | 13 | 5.3 | 6.7 |
| 17. 575 or more | 42 | 16 | 15 | 5.8 | 3.3 |
| <u>4-Year Protestant</u> | | | | | |
| Selectivity: | | | | | |
| 19,23. Less than 450 and unknown | 119 | 16 | 14 | 7.2 | 9.7 |
| 20. 450-499 | 54 | 7 | 7 | 6.7 | 9.1 |
| 21. 500-574 | 68 | 13 | 13 | 6.2 | 6.4 |
| 22. 575 or more | 48 | 14 | 14 | 2.9 | 2.8 |
| <u>2-Year Colleges</u> | | | | | |
| 24,25. Selectivity less than 400 | 87 | 7 | 4 | 32.9 | 33.6 |
| 26. Selectivity 400-499 | 63 | 13 | 11 | 6.9 | 5.9 |
| 27. Selectivity 450 or more | 57 | 9 | 8 | 6.0 | 6.9 |
| 28,29. Expenditures /less than \$1000 | 192 | 19 | 12 | 24.6 | 22.6 |
| 30. Expenditures /\$1000-\$1249 | 39 | 5 | 4 | 3.3 | 4.3 |
| 31. Expenditures /\$1250 or more | 52 | 7 | 7 | 6.7 | 5.4 |
| 32,33. Selectivity or Expenditures unknown | 272 | 22 | 17 | 12.4 | 13.7 |
| <u>Predominantly Negro Colleges</u> | | | | | |
| 34. Public | 38 | 7 | 7 | 7.7 | 6.9 |
| 35. Private | 55 | 14 | 12 | 4.4 | 4.4 |

^aRatio between number of first-time students enrolled in all colleges and the number enrolled in sample colleges. These weights were further adjusted to correct for nonparticipation of individuals within colleges.

^bIn addition to the specifications by the U.S. Office of Education of level and type of control, the stratification design includes institutional per-student expenditures (for educational and general purposes) and institutional median selectivity scores (for high school students who completed the National Merit Scholarship Qualifying Test and who selected the institution as their first college choice). For further details, see Creager (1968).

Except for a few institutions that selected representative samples of their entering classes, this second weight was typically near 1.0. The final weight applied to each student's data was the product of this within-institution participation weight and the appropriate cell weight shown in Table 1.¹

The Student Data

The data reported in the norms are derived from the Student Information Form that was filled out by individual students. A copy of this form is shown in Appendix A. The form is designed for self-administration under proctored conditions and for processing by means of an optical mark reader.

Analyses

The 358 institutions included in the national norms presented on pages 25 to 48 are divided into four categories based on the institutional classification of the U.S. Office of Education (1967). Included are: 63 two-year colleges, all of which are predominantly white; 219 four-year colleges, further divided into the 200 in the sample which are predominantly white and the 19 which are predominantly Negro; and 76 universities, all of which are predominantly white. The 19 predominantly Negro institutions, all defined in the HEGIS survey as four-year colleges, include Alabama A&M College, Arkansas A&M and Normal College, Bowie State College, Delaware State College, Dillard University, Fisk University, Houston-Tillotson College, Johnson C. Smith University, Kentucky State College, Knoxville College, Lincoln University, Morehouse College, Morris Brown College, Philander Smith College, Spelman College, Talladega College, Union College, Virginia State College, and Winston-Salem College.

Within the major categories of institutions, the normative data are reported by sex and race, as determined from the student responses on the Student Information Form. The race information is based on an item

¹Further details on this stratification design and sampling are reported in Creager (1968) and in Creager, Astin, Boruch, and Bayer (1968). At a .95 confidence level, the estimated variance of the reported normative percentages for all institutions which are based on these weights yields a maximum interval which is the reported percentage $\pm .9$ percent for black students and, for nonblack students, the reported percentage $\pm .2$ percent.

requesting "racial background" (Caucasian, Negro, American Indian, Oriental, Other). In the normative tabulations, those responding "Negro" are classified "black"; all other responses are classified as "nonblack." While further subdivision of these racial categories was considered, preliminary analyses indicated that the number of students in several of the classifications would be too small to provide stable normative estimates. In the total weighted sample, 87.3 percent responded to "Caucasian," 5.8 percent "Negro," 0.7 percent "American Indian," 1.1 percent "Oriental," and 5.1 percent "Other." Additional data indicate that a substantial portion of those in the "Other" category may be black students who objected to the term "Negro" on the Student Information Form; i.e., of the students in the predominantly Negro institutions who did not respond "Negro" to the race item, 43.5 percent responded "Other." Further exploration of the extent to which the 1968 black freshmen used the "Other" response is planned for the projected 1970 follow-up by including "Black" in place of "Negro" as a racial response category for these same students.

The national norms reported here are based on responses from a total of 12,300 black students, of whom 46.0 percent are men; and 230,582 nonblack students, of whom 57.2 percent are men. Table 2 shows the numbers of institutions and students on which each category of the norms is based, and an estimate (based on the weighting procedure) of the total population in each category.² Table 3 shows the racial composition of the entering freshman student body in the CIRP sample of institutions and also shows the estimated distribution of the defined population of institutions as determined from the computed institutional weights. Fully one-half of all of the colleges and universities in the United

²These figures are slightly discrepant from those originally reported in the 1968 national norms (Creager, Astin, Boruch, and Bayer, 1968) because of two minor processing deviations in the original norms report. The initial processing had allowed inclusion of 274 subjects who were transfer students rather than first-time freshmen; and data from subjects at one two-year college were inadvertently assigned to the norms for four-year colleges. These deviations had a negligible effect on the normative data previously published and had been corrected prior to the data processing for this report.

Table 2: Number of Institutions and Students Used in Computing Norms

| Norm Group | Number of Institu- tions in Norms | Number of Students in Norms | | Weighted Number of Students | | Percent of Weighted Total Who are Men | |
|-----------------------------|--------------------------------------|--------------------------------|----------|--------------------------------|-----------|------------------------------------------|----------|
| | | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| All Institutions | 358 | 12,300 | 230,582 | 84,058 | 1,386,369 | 46.0 | 57.2 |
| Two-Year Colleges | 63 | 1,535 | 34,342 | 19,093 | 426,337 | 55.4 | 61.2 |
| White Four-Year Colleges | 200 | 1,996 | 75,820 | 15,373 | 536,680 | 45.1 | 53.0 |
| Negro Four-Year Colleges | 19 | 5,384 | 349 | 36,071 | 2,560 | 42.5 | 69.0 |
| Universities | 76 | 3,385 | 120,071 | 13,521 | 420,792 | 42.9 | 58.4 |

Table 3: Proportion of Black Students Among All 1968
Freshmen in American Institutions

| Percent of 1968 Entering Freshmen Who are Black | Number of Institutions in Norms Sample | Est. Number of Institu- tions in Population (Weighted Count) | Cumulative Percentage (Weighted) |
|-------------------------------------------------------|----------------------------------------------|--------------------------------------------------------------------|----------------------------------------|
| Less than 0.1% | 31 | 249 | 10.8 |
| 0.1% to 2.0% | 145 | 911 | 50.4 |
| 2.1% to 4.0% | 87 | 495 | 71.9 |
| 4.1% to 6.0% | 39 | 220 | 81.4 |
| 6.1% to 8.0% | 13 | 111 | 86.2 |
| 8.1% to 10.0% | 3 | 25 | 87.3 |
| 10.1% to 15.0% | 8 | 60 | 89.9 |
| 15.1% to 20.0% | 9 | 92 | 93.9 |
| 20.1% to 30.0% | 3 | 31 | 95.3 |
| 30.1% to 50.0% | 1 | 16 | 96.0 |
| 50.1% to 70.0% | 1 | 5 | 96.2 |
| 70.1% to 80.0% | 1 | 5 | 96.4 |
| 80.1% to 90.0% | 2 | 11 | 96.9 |
| 90.1% to 95.0% | 2 | 9 | 97.3 |
| 95.1% to 98.0% | 7 | 35 | 98.8 |
| 98.1% to 99.0% | 4 | 19 | 99.6 |
| 99.1% or more | <u>2</u> | <u>9</u> | <u>100.0</u> |
| TOTAL | 358 | 2303 | --- |

States each enroll less than 2 percent black students among their freshmen; 88 percent have an enrollment of black students that is 10 percent or less of the entering class.

The population estimates reported here are based on survey data from only a single period of time. To the extent that changes in student attributes are small or slow, the data are suggestive of future inferences about the same students. To the extent that changes may be produced by the programs for disadvantaged students discussed above, new data of the same kind must be collected periodically.

To iterate, the data here are derived from a survey that is confined to 1968 freshmen in a sample of American colleges and universities. The administration of the questionnaires to entering freshmen during the first two weeks of the semester minimizes the effect of the college experience on the responses. Generalizations to students at more advanced levels are not warranted.

National Norms

The norms presented on pages 25 to 48 permit comparisons of the characteristics of black students, by sex, enrolled in different types of institutions and the characteristics of black students with their nonblack counterparts, by sex, within similar institutions. The large number of comparisons possible preclude any comprehensive descriptive summary here of the normative data. Consequently, the summary below is based primarily on the comparison between black students and non-black students enrolled in all institutions as shown in the first two columns of the tables presented on pages 41 to 48.

Black-Nonblack Comparison of 1968 Freshmen

The weighted distributions, based primarily on the responses of black and nonblack students in all U.S. institutions, yield the following descriptive summary:

1. The majority of black students (54 percent) are women; among nonblack students, substantially less than one-half (43 percent) are women.

2. First-time, full-time black students tend to be older than their nonblack counterparts--11 percent of black students and 6 percent of nonblack students are age 20 or older. Similar age differentials between the racial groups exist for both sexes.
3. Black students report lower high school grades than do nonblack students. Almost 14 percent of the nonblack students and 6 percent of the black students report high school grades of A- or better; more than two-fifths of the black students (42 percent) and less than one-third of the nonblack students (31 percent) report average grades below B-. Women obtain higher grades than do men, regardless of race.
4. During high school the black students were proportionately more likely to be elected president of a student organization, take a major part in a play, participate in a NSF summer program, or place in a state or regional science contest; nonblack students were more likely to win a varsity letter in sports, publish an original writing, be a member of a scholastic honor society, or win recognition in the National Merit program.
5. Black students tended to rate the academic standards of their high school lower than the nonblack students. These differences in ratings are consistent for students enrolled within all types of academic institutions.
6. Black and nonblack students rank themselves similarly in their high school class, but the black students tend to disperse themselves more evenly over the entire range of high school rankings. Women, both black and nonblack, rank themselves higher than men.
7. Proportionately more black students than nonblack students have postbaccalaureate degree aspirations. Approximately 55 percent of the black students and 42 percent of the nonblack students are planning to work for a master's or

doctoral degree. However, proportionately more of the nonblack aspire to a professional degree. These differences are especially marked among women and among those enrolled in predominantly white colleges and universities.

8. Black students are substantially more likely than nonblack students to choose a major in the social sciences or business, and somewhat more likely to select education. Nonblack students are especially more likely than black students to choose a major in the physical sciences or engineering. Similar differences exist in career choices. However, proportionately almost twice as many nonblack as black students are undecided in regard to their probable occupation.
9. Proportionately more black students (66 percent) than nonblack (49 percent) apply for admission to more than one college. Of those who did apply to more than one college, 68 percent of the black students and 54 percent of the nonblack students were accepted at another institution in addition to the one at which they matriculated.
10. The black students are more likely than the nonblack students to report that individuals (parents or relatives, high school teacher or counselor, graduate or other representative of the institution) had a major influence in their decision to enroll at their present college. The nonblack students tended to assign proportionately more influence to the characteristics of the institution (low cost, academic reputation, characteristics of the student body) in making their decision on college choice.
11. Proportionately more than twice as many of the black students (31 percent) than of the nonblack students

(13 percent) reported they grew up in a large city. Proportionately more of the nonblack students grew up in suburban areas or on a farm. Black students were also substantially more likely to report their home state in the southern part of the United States (42 percent) as opposed to the nonblack students (18 percent).

12. The parental education of the nonblack students is substantially higher than that of the parents of the black students. Approximately 55 percent of the black students' fathers, and 26 percent of the nonblack students' fathers, had not graduated from high school. One-fifth of the mothers of the nonblack students, and 47 percent of the mothers of the black students, had not completed high school. These racial differences are especially marked within the universities.
13. More than one-third (35 percent) of the black students had fathers in semi-skilled or unskilled occupations; among nonblack students, less than 12 percent of the fathers were in semi-skilled or unskilled positions.
14. Black students tend to come from homes with substantially less income than those of nonblack students. Almost 56 percent of the black students and 14 percent of the nonblack students report their parents' yearly income as under \$6,000. One-fourth of the nonblack students and 6 percent of the black students report parental family income of more than \$10,000. Low parental income is most prevalent among the students in predominantly Negro institutions.
15. Approximately equal proportions of black and nonblack students report Protestant religious background and preference. Proportionately fewer black students than nonblack students report a Roman Catholic or Jewish background or no religious preference or training. Substantially more of the black students report their religious background

and preference as "Other."³

16. Less than one-half of the black students, and more than four-fifths of the nonblack students, depend on family, savings, or employment as a major source of financial support for their first year of college. More than three-fifths (62 percent) of the black students and 30 percent of the nonblack students report loans, scholarships, or grants as a major financial source. Black students in predominantly white four-year colleges are especially likely to receive loans, scholarships, or grants.
17. About one-fifth (21 percent) of the black students and more than one-third (36 percent) of the nonblack students report they are confident that they will have sufficient funds for their college education. One-fifth (21 percent) of the black students and 8 percent of the nonblack students are not sure they will have adequate funds to complete their college education.
18. With the exception of creating works of art and keeping up with political affairs, black students tend to answer more affirmatively to the importance to them of a number of activities than do the nonblack students. Black students are especially more likely to assign personal importance to being an authority in his field, obtaining recognition from his peers, being well-off financially, helping others in difficulty, and becoming a community leader.

³The "Other" category probably is used by many of those from fundamentalist churches, but some would also be, principally in the case of black students, Muslims, and, principally in the case of nonblack students, Mormons. It is planned that the projected follow-up of this group will include items to explore more fully the religious background and preferences of these students.

19. Nonblack students are more likely than black students to estimate that their chances are very good that they will marry during or immediately after college, that they will change their major field or choice of career, and that they will transfer to another college. Black students are more likely than nonblack students to expect that they will participate in a demonstration, be elected to a student office, obtain an A average, graduate with honors, and be elected to an honor society. Both black and nonblack students are about equally likely to anticipate that they might fail a course, drop out of college, join a fraternity or sorority, and author a published article.
20. In general, black and nonblack students reported similar study habits. Some differences were: proportionately more of the black students reported that they outlined their reading, shared notes with fellow students, clarified work with their instructor, made up their own practice test, memorized without understanding, and failed to complete an assignment; proportionately more of the nonblack students reported that they did their homework daily, studied alone, daydreamed, and put off starting their homework.
21. The proportions of black and nonblack students reporting certain activities in which they had engaged during the past year are approximately similar. These include voting in a student election; checking out books from the library; tutoring other students; having vocational counseling; attending religious services and discussing religion; taking sleeping pills, tranquilizers, and vitamins; staying up all night; discussing sports; visiting an art gallery or museum; and taking part in political campaigns. Proportionately more black than nonblack students report they had come late to class or missed class; studied in the library; typed a homework

assignment; turned in homework late; asked a teacher for advice; did extra reading for class; discussed their future with parents; read poetry; and protested against the Vietnam war, racial discrimination, or the school administration. Protest against the school administration or against racial discrimination was especially more prevalent among the black students than among the nonblack students. Proportionately more nonblack students reported that they played a musical instrument, played chess, argued with a teacher, arranged a date for another student, discussed politics, smoked cigarettes, and drank beer.

22. For a number of controversial issues, the proportion of black and of nonblack students who agreed with the statements were approximately the same. These include statements on the role of students in determining curriculum, on scientists publishing all of their findings, on the ability of the individual to change society, on the importance of student evaluations of faculty, on legalizing marijuana, on banning speakers from college campuses, and on limiting the use of cars to reduce air pollution. Nonblack students were proportionately more likely to agree that colleges were too lax on student protestors, that their beliefs were similar to others, and that cigarette advertising should be outlawed. Black students were more likely to agree that colleges should regulate student behavior off campus, that colleges should clear student publications, that the chief benefit of college is in increasing one's earning power, that disadvantaged students should be given preferential treatment in college admissions, that the resolution of urban problems requires more Federal funding, and that the draft should be abolished.

The data on which the above comparisons are based are presented in the following pages. As previously noted, many other descriptive comparisons are also possible. Additional descriptive summaries of black students, to be based primarily on follow-up data, are planned, and, in addition, analytical studies using racial data will be issued in the projected series of ACE Research Reports.

National Norms by Type of Institution, Race, and Sex

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-year Colleges | | Predominantly White Four-Year Colleges | | Predominantly Negro Four-year Colleges | | Predominantly White Universities | |
|---------------------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| AGE, IN YEARS, AS OF DECEMBER 31, 1968 | | | | | | | | | | |
| 16 OR YOUNGER | 0.2 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.4 | 0.0 | 0.1 | 0.1 |
| 17 | 5.4 | 3.6 | 3.0 | 2.0 | 5.7 | 4.6 | 6.3 | 3.7 | 6.7 | 4.1 |
| 18 | 58.1 | 73.1 | 42.5 | 62.5 | 64.3 | 77.6 | 61.7 | 51.4 | 69.3 | 79.1 |
| 19 | 22.7 | 15.9 | 29.1 | 21.6 | 20.7 | 13.1 | 21.3 | 22.3 | 16.9 | 13.1 |
| 20 | 5.9 | 2.4 | 9.3 | 4.4 | 4.5 | 1.6 | 5.2 | 6.9 | 3.0 | 1.2 |
| 21 | 1.4 | 1.2 | 2.2 | 2.1 | 0.6 | 0.8 | 1.4 | 3.2 | 0.7 | 0.6 |
| OLDER THAN 21 | 6.5 | 3.7 | 13.8 | 7.4 | 4.0 | 2.1 | 3.8 | 12.5 | 3.3 | 1.7 |
| AVERAGE GRADE IN HIGH SCHOOL ** | | | | | | | | | | |
| A OR A+ | 0.8 | 3.5 | 0.3 | 0.4 | 0.6 | 3.9 | 1.0 | 1.5 | 1.9 | 6.3 |
| A- | 2.8 | 6.6 | 0.6 | 1.3 | 3.2 | 7.7 | 3.0 | 2.3 | 5.5 | 10.9 |
| B+ | 10.3 | 12.6 | 6.7 | 4.7 | 10.7 | 15.2 | 11.1 | 7.1 | 13.9 | 18.1 |
| B | 17.4 | 20.2 | 11.7 | 14.4 | 18.4 | 22.6 | 19.2 | 16.4 | 21.3 | 23.5 |
| B- | 15.3 | 16.6 | 11.0 | 15.3 | 16.7 | 17.7 | 16.3 | 20.3 | 19.0 | 16.5 |
| C+ | 26.6 | 19.7 | 27.4 | 26.4 | 26.3 | 18.1 | 27.1 | 24.5 | 23.8 | 14.4 |
| C | 25.1 | 19.5 | 38.9 | 34.7 | 22.1 | 14.0 | 21.4 | 25.4 | 14.0 | 9.8 |
| D | 1.7 | 1.4 | 3.4 | 2.8 | 2.0 | 0.8 | 0.9 | 2.5 | 0.6 | 0.6 |
| SECONDARY SCHOOL ACHIEVEMENTS ** | | | | | | | | | | |
| ELECTED PRESIDENT STOT URGNZ | 26.1 | 19.8 | 14.7 | 12.1 | 27.6 | 22.7 | 32.4 | 27.4 | 28.0 | 24.5 |
| HIGH RATING STATE MUSIC CONTEST | 10.1 | 8.1 | 6.7 | 6.2 | 9.9 | 8.5 | 12.1 | 9.1 | 11.1 | 9.9 |
| STATE/REGIONAL SPEECH CONTEST | 5.6 | 5.0 | 1.7 | 2.9 | 5.7 | 5.4 | 7.8 | 5.5 | 6.8 | 6.7 |
| MAJOR PART IN A PLAY | 24.4 | 15.8 | 15.5 | 12.6 | 19.7 | 17.6 | 34.5 | 25.5 | 19.4 | 16.9 |
| VARSITY LETTER (SPORTS) | 46.4 | 45.4 | 53.3 | 40.5 | 50.3 | 50.8 | 42.0 | 44.5 | 45.0 | 44.2 |
| AWARD IN ART COMPETITION | 7.6 | 4.4 | 7.2 | 4.9 | 7.9 | 4.2 | 7.8 | 6.2 | 7.3 | 4.1 |
| EDITED SCHOOL PAPER | 8.6 | 8.0 | 3.4 | 4.8 | 9.1 | 9.1 | 11.2 | 11.5 | 10.3 | 10.0 |
| HAD ORIGINAL WRITING PUBLISHED | 10.9 | 12.7 | 5.7 | 7.1 | 18.3 | 14.7 | 9.7 | 12.8 | 14.7 | 16.3 |
| NSF SUMMER PROGRAM | 1.9 | 1.0 | 1.4 | 0.4 | 1.7 | 1.0 | 2.3 | 1.3 | 2.1 | 1.6 |
| ST/REGIONAL SCIENCE CONTEST | 4.4 | 2.4 | 1.6 | 1.4 | 3.1 | 2.5 | 6.7 | 4.2 | 5.0 | 3.5 |
| SCHOLASTIC HONOR SOCIETY | 13.9 | 19.3 | 3.9 | 4.4 | 15.0 | 23.0 | 17.1 | 9.3 | 22.7 | 31.0 |
| NATIONAL MERIT RECOGNITION | 5.9 | 7.2 | 2.6 | 1.6 | 8.6 | 8.1 | 5.1 | 5.2 | 10.6 | 12.3 |
| RATED ACADEMIC STANDARDS OF H.S. | | | | | | | | | | |
| VERY HIGH | 21.6 | 30.0 | 16.0 | 21.9 | 25.6 | 32.1 | 21.9 | 29.6 | 26.0 | 36.2 |
| FAIRLY HIGH | 30.7 | 34.9 | 29.0 | 30.6 | 31.2 | 37.3 | 30.9 | 27.9 | 32.5 | 36.6 |
| ABOUT AVERAGE | 40.3 | 30.4 | 46.2 | 40.5 | 36.5 | 26.9 | 40.5 | 37.2 | 33.8 | 23.6 |
| PROBABLY BELOW AVERAGE | 6.2 | 3.9 | 7.3 | 6.0 | 5.1 | 3.0 | 5.9 | 4.2 | 6.2 | 2.9 |
| DEFINITELY BELOW AVERAGE | 1.2 | 0.8 | 1.4 | 1.1 | 1.6 | 0.8 | 0.9 | 1.1 | 1.5 | 0.7 |
| RANK IN HIGH SCHOOL CLASS | | | | | | | | | | |
| TOP 1 PER CENT | 4.5 | 3.2 | 1.6 | 0.5 | 4.3 | 3.5 | 5.7 | 1.4 | 6.5 | 5.6 |
| TOP 10 PER CENT | 17.2 | 15.9 | 7.4 | 4.4 | 17.2 | 18.4 | 22.1 | 10.4 | 21.4 | 24.9 |
| TOP QUARTER | 21.4 | 25.1 | 13.3 | 15.4 | 25.9 | 28.7 | 22.5 | 20.7 | 27.5 | 30.8 |
| SECOND QUARTER | 23.2 | 30.1 | 19.6 | 33.8 | 27.1 | 30.5 | 22.9 | 31.2 | 25.2 | 25.8 |
| THIRD QUARTER | 26.1 | 20.6 | 41.5 | 35.8 | 20.7 | 15.8 | 22.3 | 28.9 | 16.1 | 10.5 |
| FOURTH QUARTER | 7.6 | 5.1 | 16.7 | 10.1 | 5.0 | 3.0 | 4.5 | 7.4 | 3.3 | 2.3 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 surveys.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-Year Colleges | | Predominantly White Four-Year Colleges | | Predominantly Negro Four-Year Colleges | | Predominantly White Universities | |
|----------------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| HIGHEST DEGREE PLANNED ** | | | | | | | | | | |
| NONE | 5.3 | 4.0 | 9.6 | 7.3 | 2.5 | 2.8 | 4.2 | 3.0 | 4.3 | 2.1 |
| ASSOCIATE (OR EQUIVALENT) | 3.7 | 5.5 | 11.1 | 14.4 | 0.4 | 1.1 | 1.2 | 1.1 | 1.5 | 1.1 |
| BACHELORS DEGREE (B.A., B.S.) | 30.8 | 33.8 | 36.2 | 40.4 | 29.3 | 31.7 | 29.8 | 36.0 | 25.4 | 29.3 |
| MASTERS DEGREE (M.A., M.S.) | 33.2 | 32.0 | 28.3 | 24.1 | 36.9 | 37.7 | 34.0 | 30.5 | 34.8 | 33.7 |
| PH.D. OR ED.D. | 18.9 | 13.7 | 8.4 | 5.9 | 22.6 | 16.9 | 22.5 | 21.7 | 23.4 | 18.3 |
| M.D., D.P.S., OR D.V.M. | 4.3 | 6.2 | 2.1 | 2.8 | 4.6 | 6.0 | 4.7 | 2.7 | 6.7 | 10.1 |
| LL.B. OR J.D. | 1.4 | 2.2 | 0.2 | 1.0 | 1.9 | 2.1 | 1.6 | 0.9 | 2.6 | 3.7 |
| B.D. | 0.6 | 0.4 | 0.5 | 0.6 | 0.6 | 0.3 | 0.7 | 1.3 | 0.4 | 0.2 |
| OTHER | 1.8 | 2.1 | 3.7 | 3.5 | 1.2 | 1.4 | 1.2 | 2.8 | 1.0 | 1.3 |
| PROBABLE MAJOR FIELD OF STUDY ** | | | | | | | | | | |
| AGRICULTURE (INCL. FORESTRY) | 1.9 | 3.8 | 0.1 | 6.2 | 0.9 | 2.1 | 4.2 | 3.1 | 0.3 | 3.2 |
| BIOLOGICAL SCIENCES | 3.8 | 4.1 | 1.9 | 2.7 | 4.7 | 5.2 | 4.5 | 4.3 | 4.4 | 4.3 |
| BUSINESS | 23.0 | 19.7 | 31.5 | 27.2 | 17.2 | 16.0 | 21.3 | 27.6 | 20.2 | 16.2 |
| EDUCATION | 9.2 | 5.4 | 10.6 | 5.6 | 9.6 | 15.1 | 10.0 | 10.6 | 5.0 | 2.6 |
| ENGINEERING | 9.4 | 17.4 | 13.2 | 16.5 | 9.6 | 15.1 | 4.3 | 4.3 | 16.3 | 2.0 |
| ENGLISH | 1.1 | 1.7 | 0.2 | 1.0 | 2.3 | 2.3 | 1.1 | 1.9 | 1.1 | 1.3 |
| HEALTH PROFESSIONS (NON-M.D.) | 1.9 | 1.4 | 2.8 | 1.9 | 1.7 | 1.0 | 1.5 | 1.6 | 2.1 | 1.3 |
| HISTORY, POLITICAL SCIENCE | 9.4 | 7.7 | 4.1 | 5.5 | 12.1 | 10.1 | 11.9 | 12.7 | 8.1 | 7.1 |
| HUMANITIES (OTHER) | 2.0 | 2.1 | 2.3 | 2.1 | 2.9 | 2.5 | 1.4 | 1.4 | 1.7 | 1.7 |
| FINE ARTS | 8.2 | 7.0 | 9.8 | 8.1 | 5.1 | 6.0 | 7.8 | 7.4 | 9.8 | 7.0 |
| MATHEMATICS OR STATISTICS | 3.9 | 3.8 | 1.8 | 1.8 | 5.0 | 5.5 | 5.0 | 2.4 | 3.2 | 3.9 |
| PHYSICAL SCIENCES | 2.6 | 4.1 | 0.5 | 1.8 | 3.9 | 4.9 | 2.7 | 2.0 | 4.0 | 5.6 |
| PRE-PROFESSIONAL | 7.1 | 9.7 | 4.3 | 6.0 | 7.8 | 8.9 | 6.7 | 5.3 | 11.9 | 14.6 |
| PSYCHOLOGICAL, SOCIOLOGICAL, ANTHROPOLOGICAL | 10.4 | 5.1 | 7.5 | 3.7 | 14.1 | 6.4 | 11.8 | 11.1 | 7.2 | 5.0 |
| OTHER FIELDS (TECHNICAL) | 4.1 | 4.1 | 6.6 | 6.7 | 1.8 | 3.4 | 4.1 | 3.0 | 2.7 | 2.3 |
| OTHER FIELDS (NONTECHNICAL) | 0.4 | 0.7 | 0.5 | 0.7 | 0.5 | 0.9 | 0.3 | 0.0 | 0.4 | 0.4 |
| UNDECIDED | 1.5 | 2.1 | 2.1 | 2.3 | 1.1 | 2.0 | 1.2 | 1.4 | 1.6 | 2.1 |
| PROBABLE CAREER OCCUPATION ** | | | | | | | | | | |
| ARTIST (INCL. PERFORMER) | 5.4 | 4.2 | 4.7 | 4.4 | 4.0 | 3.8 | 6.1 | 6.9 | 6.5 | 4.4 |
| BUSINESSMAN | 18.9 | 17.4 | 21.3 | 21.9 | 15.1 | 15.4 | 19.5 | 26.2 | 17.9 | 15.1 |
| CLERGYMAN | 0.7 | 1.1 | 1.3 | 1.0 | 1.1 | 1.7 | 0.3 | 1.2 | 0.4 | 0.4 |
| COLLEGE TEACHER | 1.4 | 1.3 | 0.6 | 0.8 | 2.2 | 1.6 | 1.8 | 2.3 | 1.0 | 1.4 |
| DOCTOR (M.D. OR D.D.S.) | 4.7 | 5.6 | 2.3 | 2.1 | 4.4 | 5.7 | 5.3 | 2.4 | 7.7 | 9.2 |
| EDUCATOR (SECONDARY) | 14.7 | 11.4 | 11.6 | 10.1 | 19.0 | 17.1 | 16.7 | 14.1 | 9.3 | 6.0 |
| ELEMENTARY TEACHER | 2.7 | 1.1 | 1.3 | 1.3 | 4.4 | 1.7 | 3.0 | 4.4 | 1.8 | 0.3 |
| ENGINEER | 8.8 | 14.8 | 11.4 | 12.8 | 4.4 | 12.6 | 4.9 | 4.7 | 16.1 | 19.5 |
| FARMER OR FORESTER | 0.5 | 3.0 | 0.2 | 4.6 | 0.6 | 1.9 | 0.8 | 2.1 | 0.3 | 2.4 |
| HEALTH PROFESSIONAL (NON-M.D.) | 2.6 | 2.8 | 2.7 | 3.4 | 2.3 | 2.2 | 2.9 | 1.7 | 2.1 | 3.0 |
| LAWYER | 5.8 | 5.5 | 2.9 | 2.9 | 6.4 | 5.6 | 6.8 | 4.7 | 7.3 | 8.0 |
| NURSE | 0.3 | 0.1 | 1.1 | 0.2 | 0.2 | 0.0 | 0.0 | 0.0 | 0.4 | 0.0 |
| RESEARCH SCIENTIST | 2.9 | 3.8 | 1.1 | 1.7 | 4.1 | 4.3 | 3.3 | 3.9 | 3.5 | 5.6 |
| OTHER CHOICE | 22.6 | 16.5 | 29.5 | 21.5 | 19.7 | 15.0 | 21.6 | 19.6 | 17.5 | 13.0 |
| UNDECIDED | 7.9 | 11.5 | 7.9 | 11.3 | 8.7 | 11.5 | 7.3 | 5.9 | 8.4 | 11.5 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 surveys.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-Year Colleges | | Predominantly White Four-Year Colleges | | Predominantly Negro Four-Year Colleges | | Predominantly White Universities | |
|------------------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| NUMBER OF APPLICATIONS TO OTHER COLLEGES ** | | | | | | | | | | |
| NONE | 42.2 | 50.2 | 59.2 | 64.1 | 29.4 | 39.6 | 38.4 | 46.7 | 37.6 | 47.8 |
| ONE | 20.6 | 19.7 | 16.3 | 17.7 | 21.3 | 21.2 | 23.4 | 18.4 | 19.8 | 20.0 |
| TWO | 17.3 | 13.9 | 11.7 | 10.0 | 20.3 | 17.1 | 19.1 | 14.8 | 18.4 | 14.2 |
| THREE | 10.9 | 8.6 | 7.5 | 4.8 | 14.5 | 11.7 | 10.4 | 12.9 | 13.4 | 9.0 |
| FOUR | 4.8 | 4.1 | 2.0 | 1.8 | 7.8 | 5.6 | 4.9 | 3.0 | 5.5 | 4.7 |
| FIVE | 2.2 | 2.0 | 1.3 | 0.7 | 3.9 | 2.8 | 1.8 | 2.6 | 2.5 | 2.5 |
| SIX OR MORE | 2.2 | 1.6 | 1.9 | 0.7 | 2.7 | 2.1 | 2.0 | 1.6 | 2.8 | 1.9 |
| NUMBER OF ACCEPTANCES BY OTHER COLLEGES ** | | | | | | | | | | |
| NONE | 31.6 | 45.0 | 47.9 | 60.3 | 19.1 | 35.9 | 30.1 | 35.1 | 28.7 | 43.0 |
| ONE | 31.5 | 28.3 | 29.1 | 26.0 | 34.0 | 30.3 | 31.8 | 30.7 | 30.5 | 27.9 |
| TWO | 21.8 | 16.3 | 15.7 | 10.0 | 24.9 | 20.2 | 23.6 | 20.8 | 21.3 | 16.9 |
| THREE | 9.0 | 6.9 | 4.7 | 2.6 | 12.8 | 8.9 | 8.1 | 9.3 | 12.4 | 8.0 |
| FOUR | 3.5 | 2.3 | 1.1 | 0.7 | 5.5 | 3.1 | 3.6 | 2.4 | 4.3 | 2.7 |
| FIVE | 1.4 | 0.7 | 0.4 | 0.2 | 2.2 | 1.0 | 1.7 | 0.3 | 1.2 | 0.9 |
| SIX OR MORE | 1.2 | 0.5 | 1.0 | 0.2 | 1.5 | 0.7 | 1.1 | 1.3 | 1.7 | 0.6 |
| MAJOR INFLUENCES IN DECIDING ** | | | | | | | | | | |
| TO ATTEND THIS COLLEGE | 49.7 | 45.1 | 47.6 | 47.6 | 43.3 | 44.3 | 54.6 | 44.8 | 47.7 | 43.2 |
| PARENT OR OTHER RELATIVE | 34.5 | 22.9 | 34.0 | 23.7 | 37.0 | 25.4 | 33.6 | 24.4 | 34.9 | 19.0 |
| H.S. TEACHER OR COUNSELOR | 16.9 | 14.6 | 17.3 | 13.6 | 13.9 | 15.0 | 20.0 | 20.5 | 11.3 | 15.3 |
| FRIENDS ATTENDING THIS COLLEGE | 16.7 | 11.4 | 11.3 | 8.3 | 19.8 | 14.9 | 20.1 | 15.6 | 14.0 | 10.8 |
| GRAD OR OTHER COLLEGE REP | 9.6 | 4.7 | 12.9 | 5.6 | 9.2 | 4.6 | 7.5 | 6.6 | 10.0 | 3.8 |
| COUNSELING OR PLACEMENT SERVICE | 17.7 | 8.5 | 24.1 | 7.3 | 23.7 | 10.7 | 12.9 | 12.8 | 12.0 | 7.1 |
| ATHLETIC PROGRAM OF THE COLLEGE | 7.9 | 4.4 | 7.0 | 2.5 | 8.2 | 4.8 | 8.8 | 5.0 | 6.7 | 6.1 |
| OTHER EXTRACURRICULAR ACTIVITIES | 11.1 | 7.2 | 8.2 | 4.7 | 13.6 | 7.5 | 12.3 | 8.6 | 10.1 | 9.4 |
| SOCIAL LIFE OF THE COLLEGE | 13.7 | 12.1 | 7.4 | 4.5 | 21.3 | 14.6 | 13.9 | 11.1 | 15.7 | 17.4 |
| CHANCE TO LIVE AWAY FROM HOME | 21.2 | 25.1 | 28.9 | 33.8 | 20.2 | 20.3 | 15.9 | 31.5 | 22.3 | 21.3 |
| LOW COST | 34.2 | 40.4 | 19.8 | 19.6 | 43.0 | 46.9 | 33.0 | 23.5 | 52.9 | 54.9 |
| ACADEMIC REPUTATION OF THE COLL | 6.7 | 8.6 | 6.6 | 8.7 | 5.1 | 9.7 | 8.2 | 7.2 | 3.7 | 7.2 |
| MOST STUDENTS ARE LIKE ME | 5.1 | 4.1 | 5.8 | 3.5 | 5.5 | 6.6 | 5.8 | 2.7 | 1.6 | 1.7 |
| RELIGIOUS AFFILIATION | | | | | | | | | | |
| WHILE GROWING UP, I LIVED | | | | | | | | | | |
| ON A FARM | 8.3 | 11.1 | 6.5 | 14.1 | 2.7 | 10.3 | 14.3 | 14.3 | 2.7 | 8.7 |
| IN A SMALL TOWN | 17.8 | 19.9 | 16.8 | 21.2 | 19.0 | 22.1 | 21.5 | 18.1 | 8.6 | 15.8 |
| IN A MODERATE SIZE TOWN OR CITY | 34.7 | 32.4 | 37.2 | 35.4 | 30.6 | 31.7 | 36.8 | 36.4 | 30.0 | 30.0 |
| IN A SUBURB OF A LARGE CITY | 8.6 | 23.5 | 9.5 | 17.2 | 5.4 | 23.6 | 7.9 | 9.1 | 9.4 | 30.3 |
| IN A LARGE CITY | 30.5 | 13.1 | 30.1 | 12.1 | 39.3 | 12.3 | 19.5 | 22.1 | 49.3 | 15.2 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 surveys.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-Year Colleges | | Predominantly White Four-Year Colleges | | Predominantly Negro Four-Year Colleges | | Predominantly White Universities | |
|-------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| REGION OF HOME STATE (1) | | | | | | | | | | |
| MIDDLE STATES | ** 23.3 | 25.0 | 37.7 | 28.3 | 25.3 | 33.0 | 17.6 | 50.0 | 10.7 | 12.2 |
| NEW ENGLAND | 1.7 | 6.2 | 0.8 | 3.8 | 1.8 | 6.2 | 0.7 | 1.2 | 5.6 | 8.7 |
| NORTH CENTRAL | 30.6 | 38.4 | 21.1 | 31.7 | 48.8 | 37.4 | 22.6 | 9.0 | 46.1 | 46.6 |
| NORTHWEST | 0.4 | 2.3 | 0.1 | 0.1 | 1.3 | 2.9 | 0.2 | 0.5 | 0.2 | 3.8 |
| SOUTHERN | 39.6 | 17.7 | 30.3 | 20.8 | 16.9 | 11.7 | 58.5 | 36.1 | 34.2 | 21.8 |
| WESTERN | 3.9 | 9.7 | 9.0 | 14.9 | 5.0 | 7.9 | 0.3 | 0.0 | 2.7 | 6.1 |
| FOREIGN | 0.6 | 0.7 | 1.0 | 0.5 | 1.0 | 0.9 | 0.2 | 3.3 | 0.4 | 0.7 |
| FATHERS EDUCATION | | | | | | | | | | |
| GRAMMAR SCHOOL OR LESS | ** 23.9 | 10.1 | 23.4 | 14.4 | 19.2 | 8.5 | 27.7 | 15.0 | 20.0 | 7.6 |
| SOME HIGH SCHOOL | 31.0 | 17.6 | 34.5 | 24.0 | 26.7 | 16.4 | 31.7 | 27.1 | 28.5 | 12.2 |
| HIGH SCHOOL GRADUATE | 24.9 | 31.5 | 27.3 | 34.3 | 28.6 | 31.7 | 21.2 | 32.6 | 26.2 | 28.4 |
| SOME COLLEGE | 10.3 | 17.4 | 7.6 | 14.8 | 13.1 | 18.1 | 9.8 | 11.3 | 12.7 | 19.4 |
| COLLEGE DEGREE | 6.4 | 15.4 | 6.2 | 9.6 | 7.0 | 16.1 | 5.7 | 8.3 | 7.6 | 20.7 |
| POSTGRADUATE DEGREE | 3.5 | 6.0 | 1.0 | 2.8 | 5.4 | 9.4 | 3.8 | 5.7 | 5.0 | 11.8 |
| MOTHERS EDUCATION | | | | | | | | | | |
| GRAMMAR SCHOOL OR LESS | ** 13.4 | 6.5 | 14.0 | 9.4 | 10.0 | 5.3 | 15.1 | 8.0 | 11.6 | 4.9 |
| SOME HIGH SCHOOL | 32.6 | 14.9 | 35.8 | 20.9 | 28.1 | 13.1 | 34.6 | 25.1 | 26.8 | 10.4 |
| HIGH SCHOOL GRADUATE | 32.0 | 45.7 | 34.3 | 47.1 | 34.5 | 46.2 | 29.0 | 39.0 | 33.2 | 43.5 |
| SOME COLLEGE | 12.4 | 17.7 | 11.6 | 13.7 | 16.5 | 18.8 | 10.1 | 15.6 | 14.9 | 20.9 |
| COLLEGE DEGREE | 6.8 | 12.9 | 3.8 | 7.8 | 7.1 | 14.0 | 7.8 | 10.4 | 9.1 | 17.0 |
| POSTGRADUATE DEGREE | 2.8 | 2.3 | 0.5 | 1.1 | 3.9 | 2.6 | 3.4 | 2.0 | 4.0 | 3.2 |
| RELIGIOUS BACKGROUND | | | | | | | | | | |
| PROTESTANT | ** 49.4 | 50.3 | 44.1 | 48.3 | 52.4 | 49.8 | 49.9 | 53.7 | 53.4 | 53.0 |
| ROMAN CATHOLIC | 10.7 | 35.0 | 12.4 | 36.8 | 11.7 | 36.4 | 5.7 | 17.2 | 19.5 | 31.4 |
| JEWISH | 0.1 | 5.1 | 0.1 | 1.9 | 0.0 | 5.4 | 0.1 | 0.6 | 0.2 | 8.0 |
| OTHER | 36.6 | 7.1 | 39.1 | 9.9 | 32.6 | 6.3 | 41.5 | 22.7 | 24.8 | 5.2 |
| NONE | 3.1 | 2.6 | 4.2 | 3.1 | 3.2 | 2.2 | 2.8 | 5.8 | 2.1 | 2.5 |
| PRESENT RELIGIOUS PREFERENCE | | | | | | | | | | |
| PROTESTANT | ** 44.3 | 44.0 | 39.8 | 43.2 | 44.9 | 44.0 | 46.4 | 47.8 | 45.2 | 44.9 |
| ROMAN CATHOLIC | 12.0 | 31.9 | 11.9 | 33.9 | 13.4 | 33.4 | 8.1 | 14.0 | 20.4 | 28.1 |
| JEWISH | 0.2 | 4.3 | 0.3 | 1.8 | 0.0 | 4.4 | 0.2 | 0.6 | 0.3 | 6.8 |
| OTHER | 35.2 | 8.3 | 38.8 | 10.9 | 31.3 | 7.4 | 39.9 | 22.4 | 22.5 | 6.7 |
| NONE | 8.3 | 11.5 | 9.2 | 10.3 | 10.4 | 10.8 | 5.5 | 15.2 | 11.6 | 13.5 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 surveys.

(1)

States have been grouped according to the areas defined by the six regional accrediting associations.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-Year Colleges | | Predominantly White Four-Year Colleges | | Predominantly Negro Four-Year Colleges | | Predominantly White Universities | |
|-------------------------------------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| FATHERS OCCUPATION ** | | | | | | | | | | |
| ARTIST (INCL PERFORMER) | 0.9 | 0.8 | 0.9 | 0.7 | 1.0 | 0.8 | 0.7 | 0.6 | 0.9 | 1.0 |
| BUSINESSMAN | 6.2 | 30.9 | 5.9 | 25.0 | 7.3 | 32.4 | 5.2 | 17.5 | 7.9 | 35.4 |
| CLERGYMAN | 1.7 | 0.7 | 1.1 | 0.6 | 2.1 | 0.9 | 1.9 | 1.4 | 1.6 | 0.6 |
| COLLEGE TEACHER | 0.3 | 0.6 | 0.1 | 0.2 | 0.5 | 0.7 | 0.3 | 0.3 | 0.4 | 0.9 |
| DOCTOR (M.D. OR D.D.S.) | 1.0 | 1.9 | 0.1 | 0.6 | 1.5 | 2.1 | 1.1 | 0.8 | 2.0 | 3.1 |
| EDUCATOR (SECONDARY) | 1.7 | 1.9 | 0.9 | 1.3 | 1.4 | 2.3 | 2.3 | 1.5 | 2.1 | 2.1 |
| ELEMENTARY TEACHER | 0.5 | 0.3 | 0.1 | 0.2 | 1.0 | 0.3 | 0.6 | 1.5 | 0.7 | 0.3 |
| ENGINEER | 2.4 | 6.9 | 3.4 | 5.3 | 3.4 | 6.7 | 1.4 | 2.7 | 1.6 | 8.7 |
| FARMER OR FORESTER | 4.8 | 7.0 | 3.0 | 9.1 | 1.3 | 6.3 | 8.8 | 9.3 | 1.7 | 5.6 |
| HEALTH PROFESSIONAL (NON-M.D.) | 1.0 | 1.1 | 1.7 | 1.0 | 0.8 | 1.1 | 0.5 | 1.0 | 1.0 | 1.3 |
| LAWYER | 0.5 | 1.0 | 0.3 | 0.3 | 0.4 | 1.1 | 0.4 | 1.0 | 1.0 | 1.7 |
| MILITARY CAREER | 1.9 | 1.6 | 2.1 | 1.0 | 2.6 | 1.8 | 1.2 | 5.3 | 2.5 | 1.9 |
| RESEARCH SCIENTIST | 0.3 | 0.6 | 0.3 | 0.3 | 0.2 | 0.5 | 0.2 | 1.2 | 0.5 | 0.9 |
| SKILLED WORKER | 13.4 | 14.2 | 14.2 | 17.2 | 12.6 | 13.4 | 13.1 | 20.2 | 13.9 | 11.9 |
| SEMI-SKILLED WORKER | 20.9 | 9.2 | 20.0 | 11.9 | 21.7 | 9.0 | 20.6 | 13.6 | 22.5 | 6.5 |
| UNSKILLED WORKER | 17.4 | 3.7 | 19.0 | 5.4 | 16.5 | 3.4 | 16.9 | 3.8 | 16.7 | 2.3 |
| UNEMPLOYED | 4.0 | 0.9 | 3.6 | 1.2 | 5.0 | 0.8 | 4.2 | 1.5 | 2.8 | 0.7 |
| OTHER | 21.2 | 16.8 | 23.2 | 18.6 | 20.4 | 16.3 | 20.7 | 17.8 | 20.3 | 15.3 |
| ESTIMATED PARENTAL INCOME (2) ** | | | | | | | | | | |
| LESS THAN \$4,000 | 29.3 | 4.6 | 25.9 | 6.1 | 25.2 | 4.2 | 37.2 | 15.6 | 19.0 | 3.5 |
| \$4,000 - \$5,999 | 26.0 | 9.5 | 30.8 | 12.6 | 24.6 | 8.9 | 25.1 | 18.4 | 21.8 | 7.0 |
| \$6,000 - \$7,999 | 17.2 | 15.9 | 18.2 | 19.6 | 18.9 | 15.3 | 14.2 | 17.3 | 21.4 | 12.5 |
| \$8,000 - \$9,999 | 10.6 | 18.0 | 10.9 | 19.3 | 10.1 | 18.2 | 9.2 | 19.4 | 14.2 | 16.3 |
| \$10,000 - \$14,999 | 10.9 | 28.5 | 9.8 | 26.7 | 13.2 | 29.0 | 8.8 | 19.5 | 15.3 | 29.9 |
| \$15,000 - \$19,999 | 3.9 | 11.1 | 3.7 | 8.7 | 4.0 | 11.6 | 3.4 | 6.2 | 5.2 | 13.2 |
| \$20,000 - \$24,999 | 1.0 | 5.1 | 0.3 | 3.4 | 1.6 | 5.1 | 1.0 | 2.0 | 1.3 | 6.8 |
| \$25,000 - \$29,999 | 0.5 | 2.4 | 0.1 | 1.3 | 1.1 | 2.7 | 0.4 | 0.5 | 0.6 | 3.4 |
| \$30,000 OR MORE | 0.8 | 4.8 | 0.3 | 2.3 | 1.2 | 5.0 | 0.7 | 1.1 | 1.2 | 7.4 |
| MAJOR SOURCES OF FINANCIAL SUPPORT DURING FRESHMAN YEAR ** | | | | | | | | | | |
| PERSONAL SVGS OR EMPLOYMENT | 22.3 | 35.5 | 32.2 | 46.1 | 17.5 | 30.1 | 18.8 | 31.4 | 19.3 | 30.4 |
| PARENTAL OR FAMILY AID | 25.9 | 46.4 | 21.9 | 37.1 | 21.3 | 46.9 | 28.0 | 30.5 | 33.3 | 55.7 |
| REPAYABLE LOAN | 23.2 | 11.8 | 15.0 | 7.9 | 28.6 | 16.4 | 29.0 | 14.0 | 16.5 | 10.5 |
| SCHOLARSHIP/GRANT/OR OTHER GIFT | 38.2 | 17.1 | 32.8 | 10.9 | 49.8 | 22.2 | 35.1 | 33.7 | 42.5 | 17.9 |
| CONCERN ABOUT FINANCING EDUC ** | | | | | | | | | | |
| NONE | 22.8 | 36.0 | 29.6 | 38.0 | 19.7 | 35.0 | 19.9 | 29.5 | 22.3 | 35.0 |
| SOME CONCERN | 56.2 | 56.7 | 52.0 | 54.7 | 57.8 | 57.5 | 56.9 | 54.2 | 59.9 | 58.0 |
| MAJOR CONCERN | 21.0 | 7.3 | 18.4 | 7.3 | 22.6 | 7.5 | 23.3 | 16.3 | 17.7 | 7.0 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 surveys.
(2)

Reported estimate of total income of parental family last year (all sources before taxes).

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-Year Colleges | | Predominantly White Four-Year Colleges | | Predominantly Negro Four-Year Colleges | | Predominantly White Universities | |
|-------------------------------------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT ** | | | | | | | | | | |
| ACHIEVE IN A PERFORMING ART | 12.1 | 6.8 | 12.0 | 6.4 | 11.2 | 7.3 | 13.2 | 11.1 | 10.3 | 6.7 |
| BE AN AUTHORITY IN MY FIELD | 67.6 | 60.9 | 56.6 | 56.7 | 72.3 | 62.7 | 70.0 | 65.9 | 74.4 | 63.2 |
| OBTAIN RECOGNITION FROM PEERS | 54.9 | 40.4 | 52.3 | 35.7 | 53.6 | 42.0 | 56.9 | 51.0 | 55.5 | 43.5 |
| PERFORM OR COMPOSE MUSIC | 10.0 | 6.8 | 10.2 | 6.3 | 10.5 | 7.0 | 10.2 | 7.6 | 8.2 | 7.1 |
| BE AN EXPERT IN FINANCE | 20.1 | 15.0 | 20.7 | 16.5 | 15.1 | 13.8 | 23.1 | 24.1 | 17.7 | 15.0 |
| BE ADMINISTRATIVELY RESPONSIBLE | 33.1 | 27.3 | 35.6 | 26.7 | 29.5 | 27.8 | 33.8 | 37.4 | 31.8 | 27.3 |
| BE VERY WELL-OFF FINANCIALLY | 59.8 | 50.9 | 59.3 | 53.0 | 60.6 | 48.0 | 59.9 | 58.1 | 59.6 | 52.0 |
| HELP OTHERS IN DIFFICULTY | 61.3 | 49.1 | 55.8 | 45.8 | 64.0 | 52.7 | 63.6 | 63.7 | 61.4 | 48.6 |
| JOIN THE PEACE CORPS OR VISTA | 15.6 | 11.7 | 14.8 | 9.8 | 15.2 | 13.1 | 16.6 | 15.2 | 15.0 | 11.8 |
| BECOME AN OUTSTANDING ATHLETE | 29.3 | 17.0 | 38.5 | 17.7 | 33.3 | 19.6 | 24.8 | 25.3 | 21.2 | 13.2 |
| BECOME A COMMUNITY LEADER | 38.2 | 24.2 | 34.3 | 19.7 | 39.9 | 27.1 | 39.4 | 36.4 | 39.8 | 25.6 |
| CONTRIBUTE TO SCIENTIFIC THEORY | 17.0 | 14.1 | 13.7 | 9.7 | 17.3 | 14.5 | 17.1 | 14.3 | 22.2 | 18.1 |
| WRITE ORIGINAL WORKS | 12.0 | 10.8 | 10.4 | 7.6 | 12.7 | 11.9 | 11.8 | 16.0 | 14.5 | 13.0 |
| NOT BE OBLIGATED TO PEOPLE | 29.9 | 24.7 | 28.4 | 24.8 | 28.4 | 24.5 | 31.1 | 30.7 | 30.8 | 24.7 |
| CREATE WORKS OF ART | 11.1 | 9.5 | 12.8 | 9.7 | 8.5 | 9.0 | 10.8 | 12.1 | 11.9 | 9.8 |
| KEEP UP WITH POLITICAL AFFAIRS | 52.1 | 51.6 | 43.3 | 43.7 | 50.3 | 54.7 | 58.8 | 63.0 | 51.5 | 56.4 |
| SUCCEED IN MY OWN BUSINESS | 62.0 | 55.0 | 58.1 | 59.8 | 56.5 | 51.1 | 68.0 | 57.6 | 59.9 | 54.3 |
| DEVELOP A PHILOSOPHY OF LIFE | 79.8 | 78.7 | 72.4 | 72.7 | 81.7 | 81.7 | 82.0 | 81.4 | 84.2 | 81.5 |
| STUDENTS ESTIMATE CHANCES ARE ** | | | | | | | | | | |
| VERY GOOD THAT THEY WILL | 4.1 | 6.1 | 3.8 | 6.7 | 4.7 | 5.7 | 3.8 | 8.5 | 4.9 | 5.9 |
| GET MARRIED WHILE IN COLLEGE | 12.2 | 16.9 | 10.7 | 15.5 | 15.7 | 18.1 | 12.1 | 18.5 | 10.8 | 16.7 |
| MARRY WITHIN A YEAR AFTER COLL | 5.0 | 3.0 | 6.5 | 2.4 | 3.4 | 2.6 | 5.1 | 4.5 | 4.6 | 4.0 |
| OBTAIN AVG GRD OF A- OR HIGHER | 11.5 | 13.9 | 9.5 | 9.7 | 14.0 | 15.1 | 11.5 | 12.8 | 12.1 | 16.9 |
| CHANGE MAJOR FIELD | 10.1 | 15.2 | 9.3 | 11.3 | 11.5 | 16.5 | 9.4 | 10.2 | 11.8 | 17.8 |
| CHANGE CAREER CHOICE | 2.0 | 2.4 | 1.2 | 1.3 | 3.5 | 2.6 | 1.8 | 4.6 | 2.7 | 2.4 |
| FAIL ONE OR MORE COURSES | 7.7 | 4.0 | 7.8 | 2.6 | 5.6 | 4.0 | 8.7 | 8.4 | 7.5 | 5.6 |
| GRADUATE WITH HONORS | 6.0 | 2.2 | 3.9 | 1.1 | 7.1 | 2.7 | 7.0 | 6.9 | 6.0 | 2.8 |
| BE ELECTED TO A STUDENT OFFICE | 27.4 | 25.0 | 20.7 | 16.4 | 28.9 | 28.0 | 32.5 | 18.8 | 23.8 | 30.5 |
| JOIN SOCIAL FRAT OR SORORITY | 4.1 | 4.4 | 2.3 | 2.4 | 4.8 | 5.2 | 4.0 | 6.7 | 7.2 | 5.6 |
| AUTHOR A PUBLISHED ARTICLE | 3.6 | 2.4 | 2.6 | 0.9 | 1.9 | 2.5 | 4.5 | 4.5 | 4.6 | 3.9 |
| BE ELECTED TO AN HONOR SOCIETY | 7.6 | 4.1 | 4.7 | 3.3 | 8.5 | 4.5 | 9.2 | 11.2 | 7.5 | 4.6 |
| PARTICIPATE IN DEMONSTRATIONS | 0.8 | 0.8 | 1.0 | 0.9 | 0.4 | 0.8 | 1.0 | 1.1 | 0.5 | 0.7 |
| DROP OUT TEMPORARILY | 0.5 | 0.4 | 0.5 | 0.4 | 0.8 | 0.4 | 0.5 | 0.5 | 0.4 | 0.3 |
| DROP OUT PERMANENTLY | 7.9 | 12.4 | 11.1 | 17.8 | 9.0 | 11.2 | 6.2 | 19.0 | 5.7 | 8.0 |
| TRANSFER TO ANOTHER COLLEGE | | | | | | | | | | |

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WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-Year Colleges | | Predominantly White Four-Year Colleges | | Predominantly Negro Four-Year Colleges | | Predominantly White Universities | |
|------------------------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| | | | | | | | | | | |
| STUDY HABITS (ALWAYS OR USUALLY) DURING PAST YEAR | | | | | | | | | | |
| TURNED IN ASSIGNED WORK ON TIME | 91.7 | 95.3 | 88.8 | 93.8 | 93.2 | 95.8 | 92.1 | 92.0 | 93.4 | 96.4 |
| HAD TROUBLE CONCENTRATING | 13.1 | 14.0 | 14.9 | 18.3 | 15.4 | 12.6 | 12.0 | 12.7 | 10.5 | 10.9 |
| KEPT STUDY PLACE NEAT | 78.7 | 69.7 | 84.4 | 75.2 | 71.0 | 68.0 | 80.1 | 76.4 | 74.2 | 65.8 |
| WAS TOO BORED TO STUDY | 7.0 | 9.9 | 8.2 | 11.6 | 7.7 | 9.1 | 6.1 | 8.5 | 6.0 | 9.2 |
| OUTLINED READING ASSIGNMENT | 45.4 | 23.1 | 42.5 | 25.5 | 41.3 | 22.5 | 50.6 | 41.5 | 41.2 | 21.3 |
| MADE CARELESS MISTAKES ON TEST | 17.7 | 14.5 | 18.7 | 15.5 | 18.5 | 14.7 | 17.8 | 17.0 | 15.0 | 13.2 |
| DID HOMEWORK EVERY DAY | 32.8 | 45.7 | 29.8 | 38.4 | 32.9 | 49.5 | 32.6 | 34.4 | 38.7 | 48.9 |
| STUDIED ALONE | 81.5 | 91.1 | 76.7 | 89.1 | 86.4 | 91.6 | 80.0 | 83.3 | 88.1 | 92.7 |
| PUT OFF STARTING HOMEWORK | 15.3 | 23.2 | 16.1 | 24.4 | 18.1 | 22.3 | 13.1 | 19.5 | 16.3 | 23.1 |
| GOT EXAM JITTERS | 24.6 | 20.2 | 31.1 | 24.7 | 25.2 | 19.9 | 21.8 | 22.2 | 19.9 | 15.9 |
| FELL ASLEEP WHILE STUDYING | 6.5 | 3.7 | 7.5 | 4.3 | 6.5 | 3.5 | 6.2 | 4.7 | 5.2 | 3.2 |
| MEMORIZED WITHOUT UNDERSTANDING | 12.1 | 7.6 | 14.2 | 10.5 | 12.5 | 6.9 | 12.0 | 9.6 | 8.0 | 5.3 |
| FAILED TO COMPLETE ASSIGNMENT | 7.2 | 4.0 | 7.4 | 5.4 | 6.6 | 3.6 | 8.3 | 8.3 | 4.4 | 2.9 |
| SHARED NOTES WITH OTHER STUDENTS | 33.6 | 23.1 | 31.2 | 24.4 | 30.1 | 23.6 | 38.2 | 37.0 | 30.0 | 21.3 |
| CHECKED WORK BEFORE SUBMITTING | 81.5 | 73.9 | 77.6 | 69.0 | 80.3 | 76.0 | 84.7 | 71.2 | 81.7 | 76.5 |
| DID WORK FOR EXTRA CREDIT | 24.1 | 12.7 | 22.7 | 13.2 | 23.2 | 12.4 | 25.7 | 19.0 | 23.4 | 12.6 |
| MADE UP AND TOOK OWN TEST | 13.4 | 6.1 | 14.1 | 6.7 | 11.6 | 6.1 | 14.7 | 12.4 | 10.7 | 5.4 |
| DAY DREAMED WHILE STUDYING | 10.0 | 15.1 | 11.6 | 14.9 | 13.0 | 15.2 | 7.9 | 13.7 | 8.9 | 15.4 |
| RECD LOWER GRADE THAN DESERVED | 6.3 | 3.6 | 7.7 | 4.4 | 7.8 | 3.3 | 5.5 | 7.0 | 4.4 | 3.0 |
| INCLUDED MINOR DETAILS IN NOTES | 34.3 | 26.2 | 36.3 | 26.2 | 29.9 | 26.4 | 36.0 | 33.2 | 31.9 | 25.8 |
| WASTED TIME IN BULL SESSIONS | 12.2 | 16.2 | 11.9 | 19.2 | 13.0 | 15.8 | 12.8 | 18.9 | 9.8 | 13.7 |
| ANALYZED OWN MISTAKES | 65.6 | 56.7 | 64.6 | 48.4 | 63.5 | 59.3 | 66.7 | 55.7 | 66.8 | 62.4 |
| READ TABLES CHARTS CAREFULLY | 58.8 | 52.2 | 55.7 | 47.2 | 57.1 | 53.7 | 61.4 | 55.6 | 59.0 | 55.7 |
| STUDIED WITH RADIO ON | 20.7 | 21.0 | 22.5 | 21.0 | 21.5 | 21.1 | 19.2 | 22.9 | 20.8 | 20.9 |
| STUDIED WITH T.V. ON | 9.7 | 5.7 | 10.3 | 7.1 | 8.2 | 5.2 | 10.1 | 12.4 | 9.3 | 4.9 |
| CLARIFIED WORK WITH INSTRUCTOR | 55.2 | 42.1 | 47.5 | 38.2 | 56.8 | 44.4 | 58.7 | 53.9 | 56.7 | 43.5 |
| AGREE STRONGLY OR SOMEWHAT | | | | | | | | | | |
| STUDENT DESIGN OF CURRICULUM | 89.9 | 88.6 | 89.1 | 89.4 | 88.7 | 87.4 | 90.5 | 91.1 | 91.4 | 89.2 |
| PUBLISH ALL SCIENCE FINDINGS | ** 58.2 | 57.7 | 59.3 | 56.3 | 57.0 | 57.9 | 59.1 | 59.4 | 55.2 | 58.9 |
| INDIVIDUAL CANNOT CHANGE SOCIETY | 37.6 | 35.2 | 43.2 | 36.8 | 36.2 | 34.5 | 35.7 | 32.4 | 34.5 | 34.1 |
| COLL CONTROL STDT BEHAV OFF CAMP | 36.0 | 22.4 | 36.9 | 22.8 | 32.3 | 24.7 | 41.0 | 29.9 | 25.9 | 19.4 |
| RENEFIT OF COLLEGE IS MONETARY** | 74.9 | 64.5 | 79.7 | 74.4 | 70.1 | 60.2 | 76.7 | 73.5 | 68.1 | 58.8 |
| BASE FACULTY PAY ON STDT EVAL | ** 63.5 | 64.1 | 65.5 | 62.8 | 58.0 | 63.6 | 65.2 | 63.9 | 62.5 | 66.1 |
| MY BELIEFS ARE SIMILAR TO OTHERS | 63.1 | 70.2 | 65.4 | 72.1 | 58.5 | 70.5 | 65.4 | 64.2 | 58.7 | 67.9 |
| REGULATE STUDENT PUBLICATIONS | ** 66.9 | 55.3 | 70.9 | 63.0 | 56.6 | 54.5 | 72.3 | 59.2 | 57.8 | 48.4 |
| MARIJUANA SHOULD BE LEGALIZED | 22.2 | 21.3 | 26.3 | 19.1 | 24.1 | 20.5 | 19.4 | 32.2 | 20.3 | 24.5 |
| LIMIT CARS TO REDUCE AIR POLLUT | 47.5 | 45.9 | 49.7 | 44.5 | 47.6 | 46.6 | 46.3 | 52.2 | 46.5 | 46.4 |
| URBAN PROBS REQUIRE MUCH MONEY | 67.3 | 51.0 | 69.6 | 51.5 | 66.4 | 51.7 | 65.2 | 59.9 | 69.8 | 49.6 |
| OUTLAW CIGARETTE ADVERTISING | 37.9 | 40.1 | 39.6 | 40.1 | 37.9 | 41.5 | 38.5 | 39.0 | 33.4 | 38.5 |
| COLLEGE HAS RIGHT TO BAN SPKR | ** 32.6 | 34.0 | 37.0 | 38.4 | 27.9 | 33.6 | 35.3 | 33.9 | 24.3 | 30.0 |
| ARMY SHOULD BE VOLUNTARY | 46.1 | 40.9 | 48.2 | 38.2 | 45.7 | 41.0 | 45.9 | 52.8 | 43.7 | 43.5 |
| GIVE DISADVANTAGED PREF THRMNT** | 67.6 | 42.1 | 69.6 | 47.9 | 67.8 | 40.3 | 66.7 | 65.4 | 66.2 | 37.9 |
| COLL TOO LAX ON STDT PROTEST | ** 41.8 | 58.6 | 47.7 | 61.3 | 36.4 | 58.7 | 42.5 | 47.8 | 36.8 | 55.6 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 surveys.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-Year Colleges | | Predominantly White Four-Year Colleges | | Predominantly Negro Four-Year Colleges | | Predominantly White Universities | |
|----------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| PERCENTAGE OF STUDENTS REPORTING | | | | | | | | | | |
| THAT DURING THE PAST YEAR THEY | | | | | | | | | | |
| VOTED IN STUDENT ELECTION (3) | ** 72.4 | 74.5 | 61.1 | 70.4 | 74.0 | 76.3 | 77.2 | 74.9 | 77.4 | 76.6 |
| CAME LATE TO CLASS | ** 65.5 | 55.1 | 65.6 | 57.2 | 63.5 | 54.4 | 66.3 | 64.9 | 65.5 | 53.6 |
| PLAYED A MUSICAL INSTRUMENT | ** 35.7 | 36.1 | 31.2 | 31.8 | 37.7 | 37.8 | 36.7 | 35.2 | 38.3 | 38.6 |
| STUDIED IN THE LIBRARY (3) | ** 38.1 | 29.0 | 30.1 | 28.1 | 37.0 | 29.4 | 43.7 | 44.5 | 38.4 | 29.5 |
| CHECKED OUT A LIBRARY BOOK (3) | ** 44.4 | 43.0 | 37.7 | 40.0 | 46.2 | 44.8 | 47.1 | 47.0 | 46.8 | 44.1 |
| ARRANGED DATE FOR ANOTHER STDY | ** 50.0 | 50.4 | 44.4 | 53.4 | 45.2 | 48.6 | 56.5 | 54.5 | 47.9 | 49.2 |
| OVERSLEPT AND MISSED A CLASS | ** 27.4 | 21.6 | 28.9 | 24.7 | 29.1 | 21.0 | 26.8 | 32.9 | 24.6 | 19.2 |
| TYPED A HOMEWORK ASSIGNMENT (3) | ** 15.3 | 15.3 | 12.5 | 12.0 | 14.5 | 15.9 | 16.4 | 18.8 | 18.2 | 17.9 |
| DISCUSSED FUTURE WITH PARENTS | ** 37.5 | 31.6 | 36.5 | 29.9 | 37.4 | 33.2 | 37.8 | 35.0 | 38.8 | 31.6 |
| WAS LATE WITH HOMEWORK ASSGNT | ** 72.5 | 68.3 | 72.9 | 73.4 | 76.0 | 67.1 | 71.4 | 78.2 | 70.9 | 64.3 |
| ARGUED WITH TEACHER IN CLASS | ** 36.9 | 58.4 | 36.7 | 51.4 | 42.2 | 61.0 | 32.9 | 51.2 | 41.3 | 62.7 |
| ATTENDED RELIGIOUS SERVICE | ** 92.5 | 89.0 | 88.8 | 87.3 | 91.9 | 90.6 | 95.7 | 91.5 | 90.9 | 88.9 |
| PROTESTED AGAINST VIETNAM WAR | 8.6 | 4.7 | 12.1 | 3.8 | 8.4 | 5.2 | 7.4 | 9.7 | 5.7 | 5.0 |
| PROTESTED AGAINST RACIAL DISCRIM | 37.0 | 5.6 | 35.8 | 4.2 | 40.5 | 6.3 | 35.6 | 32.2 | 38.4 | 6.1 |
| PROTESTED AGAINST SCHOOL ADMIN | 28.7 | 17.0 | 23.1 | 14.8 | 31.6 | 18.2 | 30.4 | 28.2 | 29.7 | 17.8 |
| DID EXTRA READING FOR CLASS (3) | ** 14.2 | 8.5 | 12.8 | 6.6 | 13.2 | 9.0 | 14.9 | 13.7 | 15.9 | 9.8 |
| TOOK SLEEPING PILLS | ** 3.9 | 5.0 | 5.2 | 5.2 | 3.7 | 4.7 | 3.2 | 4.4 | 3.8 | 5.0 |
| TUTORED ANOTHER STUDENT | ** 46.3 | 43.6 | 37.8 | 31.7 | 49.7 | 47.8 | 46.9 | 47.0 | 54.5 | 51.2 |
| PLAYED CHESS | ** 31.2 | 55.0 | 27.6 | 49.5 | 37.2 | 57.1 | 26.2 | 49.5 | 42.7 | 58.3 |
| READ POETRY NOT RECD FOR COURSE | 59.0 | 43.6 | 48.9 | 37.6 | 59.6 | 46.2 | 65.3 | 59.4 | 59.1 | 46.9 |
| TOOK A TRANQUILIZING PILL | ** 4.0 | 6.1 | 4.0 | 6.9 | 4.0 | 5.8 | 4.0 | 8.3 | 4.0 | 5.8 |
| DISCUSSED RELIGION (3) | ** 22.0 | 22.9 | 18.2 | 17.4 | 27.5 | 25.9 | 20.7 | 29.6 | 25.0 | 25.2 |
| TOOK VITAMINS | ** 60.4 | 56.4 | 61.0 | 56.3 | 62.8 | 58.1 | 59.0 | 64.2 | 60.5 | 54.6 |
| VISITED ART GALLERY OR MUSEUM | ** 69.4 | 66.2 | 64.5 | 63.3 | 72.2 | 67.6 | 70.7 | 76.6 | 70.6 | 67.7 |
| PART IN H.S. POLITICAL CAMPAIGN | 47.2 | 40.3 | 33.8 | 31.7 | 48.2 | 43.8 | 54.3 | 47.6 | 49.7 | 45.4 |
| PART IN OTHER POLITICAL CAMPAIGN | 12.3 | 12.1 | 10.9 | 8.7 | 13.3 | 12.9 | 13.0 | 15.9 | 11.3 | 14.5 |
| MISSED SCHL RECS OF ILLNESS (3) | ** 3.0 | 1.9 | 4.2 | 2.2 | 3.0 | 1.7 | 2.4 | 4.8 | 2.2 | 1.6 |
| SMOKED CIGARETTES (3) | ** 13.4 | 18.7 | 14.4 | 24.9 | 10.2 | 15.6 | 14.9 | 22.7 | 11.4 | 15.6 |
| DISCUSSED POLITICS (3) | ** 22.2 | 32.5 | 14.8 | 23.4 | 25.9 | 35.2 | 23.4 | 35.1 | 27.3 | 38.8 |
| DRANK REFR | ** 53.7 | 63.5 | 52.0 | 66.6 | 53.9 | 61.5 | 55.5 | 44.8 | 51.7 | 62.5 |
| DISCUSSED SPORTS (3) | ** 65.9 | 55.4 | 63.7 | 52.1 | 68.5 | 58.0 | 66.5 | 55.9 | 65.5 | 55.8 |
| ASKED TEACHER FOR ADVICE (3) | ** 32.8 | 20.1 | 31.4 | 17.4 | 33.5 | 21.8 | 33.4 | 31.4 | 32.4 | 20.7 |
| HAD VOCATIONAL COUNSELING | ** 65.4 | 59.6 | 60.1 | 62.2 | 64.0 | 59.9 | 69.5 | 59.8 | 65.1 | 56.4 |
| STAYED UP ALL NIGHT | ** 57.6 | 58.2 | 58.9 | 60.9 | 60.8 | 56.2 | 53.5 | 67.5 | 62.6 | 57.7 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 surveys.
(3) Frequently only, all other items frequently plus occasionally.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-year Colleges | | Predominantly White Four-year Colleges | | Predominantly Negro Four-year Colleges | | Predominantly White Universities | |
|-------------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| AGE, IN YEARS, AS OF DECEMBER 31, 1968 | ** | | | | | | | | | |
| 16 OR YOUNGER | 0.3 | 0.1 | 0.0 | 0.1 | 0.4 | 0.2 | 0.3 | 0.0 | 0.2 | 0.1 |
| 17 | 9.1 | 5.2 | 5.1 | 3.2 | 11.8 | 6.5 | 8.7 | 9.7 | 11.7 | 5.2 |
| 18 | 66.6 | 80.9 | 51.8 | 74.1 | 70.3 | 83.2 | 69.2 | 62.4 | 71.1 | 83.8 |
| 19 | 15.7 | 9.7 | 18.3 | 13.4 | 13.7 | 8.1 | 16.9 | 13.8 | 11.7 | 8.6 |
| 20 | 3.0 | 1.2 | 5.4 | 2.6 | 2.1 | 0.8 | 2.9 | 4.0 | 1.8 | 0.7 |
| 21 | 1.0 | 0.4 | 2.5 | 0.9 | 0.2 | 0.3 | 0.7 | 1.6 | 1.0 | 0.3 |
| OLDER THAN 21 | 4.3 | 2.4 | 16.9 | 5.7 | 1.5 | 1.0 | 1.1 | 8.5 | 2.4 | 1.3 |
| AVERAGE GRADE IN HIGH SCHOOL | ** | | | | | | | | | |
| A OR A+ | 2.0 | 6.5 | 0.8 | 1.9 | 2.5 | 7.2 | 2.0 | 1.0 | 2.5 | 10.1 |
| A- | 6.4 | 12.0 | 2.7 | 4.3 | 7.1 | 13.8 | 7.0 | 3.8 | 7.9 | 16.7 |
| B+ | 18.0 | 20.5 | 11.3 | 11.9 | 17.6 | 23.7 | 20.9 | 22.0 | 18.0 | 24.0 |
| B | 24.4 | 27.2 | 21.8 | 26.9 | 23.5 | 28.5 | 25.4 | 29.5 | 25.9 | 25.6 |
| B- | 16.5 | 13.9 | 17.2 | 17.9 | 18.9 | 13.0 | 15.5 | 14.3 | 16.1 | 11.4 |
| C+ | 18.7 | 11.5 | 22.5 | 19.1 | 18.4 | 9.1 | 17.6 | 13.9 | 17.8 | 7.9 |
| C | 13.5 | 8.0 | 22.5 | 17.4 | 11.8 | 4.6 | 11.2 | 15.6 | 11.6 | 4.3 |
| D | 0.5 | 0.2 | 1.3 | 0.5 | 0.2 | 0.1 | 0.4 | 0.0 | 0.2 | 0.1 |
| SECONDARY SCHOOL ACHIEVEMENTS | ** | | | | | | | | | |
| ELECTED PRESIDENT STOT ORGNZ | 25.6 | 20.3 | 12.7 | 13.7 | 24.9 | 22.5 | 31.8 | 30.1 | 23.4 | 23.2 |
| HIGH RATING STATE MUSIC CONTEST | 10.3 | 12.3 | 6.0 | 8.7 | 10.7 | 13.0 | 12.0 | 15.5 | 10.4 | 14.7 |
| STATE/REGIONAL SPEECH CONTEST | 7.9 | 6.3 | 6.9 | 4.3 | 7.6 | 6.6 | 8.9 | 8.2 | 6.8 | 7.7 |
| MAJOR PART IN A PLAY | 25.7 | 16.9 | 17.0 | 13.1 | 20.6 | 18.5 | 34.3 | 28.5 | 17.5 | 18.4 |
| VARSITY LETTER (SPORTS) | 10.8 | 13.4 | 13.4 | 13.1 | 12.0 | 14.1 | 9.8 | 15.5 | 9.5 | 12.7 |
| AWARD IN ART COMPETITION | 4.7 | 6.5 | 4.2 | 5.7 | 6.0 | 6.6 | 4.4 | 7.8 | 4.8 | 7.1 |
| EDITED SCHOOL PAPER | 14.0 | 15.4 | 8.1 | 10.1 | 15.7 | 17.3 | 16.1 | 16.9 | 13.1 | 17.7 |
| HAD ORIGINAL WRITING PUBLISHED | 15.2 | 20.1 | 10.2 | 13.7 | 20.2 | 22.3 | 14.0 | 20.1 | 18.5 | 22.9 |
| NSF SUMMER PROGRAM | 1.4 | 0.6 | 0.4 | 0.2 | 2.3 | 0.6 | 1.5 | 2.1 | 1.3 | 0.8 |
| ST/REGIONAL SCIENCE CONTEST | 5.3 | 2.0 | 2.4 | 1.2 | 5.4 | 2.1 | 7.2 | 3.8 | 5.0 | 2.6 |
| SCHOLASTIC HONOR SOCIETY | 28.0 | 33.6 | 11.5 | 13.7 | 33.1 | 38.8 | 31.9 | 20.6 | 30.1 | 45.1 |
| NATIONAL MERIT RECOGNITION | 7.6 | 7.6 | 2.9 | 2.7 | 11.7 | 8.5 | 6.5 | 5.6 | 11.1 | 10.8 |
| RATED ACADEMIC STANDARDS OF H.S. | | | | | | | | | | |
| VERY HIGH | 23.8 | 32.6 | 19.0 | 25.3 | 27.7 | 33.8 | 22.3 | 26.3 | 27.9 | 37.9 |
| FAIRLY HIGH | 29.7 | 35.8 | 23.9 | 32.4 | 30.8 | 37.9 | 32.1 | 29.3 | 28.4 | 36.0 |
| ABOUT AVERAGE | 41.1 | 28.2 | 51.8 | 38.1 | 34.7 | 25.3 | 40.9 | 37.0 | 37.4 | 23.0 |
| PROBABLY BELOW AVERAGE | 4.4 | 2.9 | 4.4 | 3.8 | 5.2 | 2.5 | 4.0 | 6.1 | 4.6 | 2.6 |
| DEFINITELY BELOW AVERAGE | 1.0 | 0.5 | 0.8 | 0.4 | 1.7 | 0.5 | 0.7 | 1.2 | 1.5 | 0.5 |
| RANK IN HIGH SCHOOL CLASS | | | | | | | | | | |
| TOP 1 PER CENT | 9.1 | 6.6 | 2.7 | 2.3 | 7.9 | 7.4 | 12.1 | 3.9 | 8.7 | 9.4 |
| TOP 10 PER CENT | 25.8 | 25.0 | 9.3 | 10.8 | 26.7 | 28.0 | 32.5 | 21.7 | 23.4 | 33.8 |
| TOP QUARTER | 22.5 | 29.1 | 20.2 | 22.7 | 27.9 | 32.3 | 19.4 | 20.6 | 27.9 | 30.3 |
| SECOND QUARTER | 21.7 | 25.0 | 28.3 | 34.4 | 22.2 | 23.2 | 18.7 | 34.9 | 22.3 | 18.9 |
| THIRD QUARTER | 16.8 | 12.0 | 30.7 | 24.9 | 12.6 | 8.0 | 14.1 | 18.4 | 14.6 | 6.4 |
| FOURTH QUARTER | 4.1 | 2.2 | 8.9 | 4.9 | 2.7 | 1.1 | 3.2 | 0.6 | 3.2 | 1.2 |

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WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-year Colleges | | Predominantly White Four-year Colleges | | Predominantly Negro Four-year Colleges | | Predominantly White Universities | |
|-----------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| HIGHEST DEGREE PLANNED ** | | | | | | | | | | |
| NONE | 2.9 | 4.2 | 5.9 | 8.7 | 2.1 | 2.4 | 1.9 | 4.6 | 3.3 | 2.4 |
| ASSOCIATE (OR EQUIVALENT) | 5.3 | 8.6 | 21.1 | 26.3 | 1.6 | 1.6 | 1.7 | 1.7 | 2.1 | 2.3 |
| BACHELORS DEGREE (B.A., B.S.,) | 31.0 | 45.2 | 33.2 | 37.5 | 27.4 | 46.6 | 30.3 | 36.0 | 35.4 | 50.5 |
| MASTERS DEGREE (M.A., M.S.,) | 43.0 | 32.3 | 28.0 | 19.2 | 46.7 | 39.9 | 48.1 | 40.4 | 40.0 | 33.3 |
| PH.D. OR ED.D. | 13.8 | 5.5 | 6.2 | 2.4 | 18.0 | 6.5 | 14.9 | 15.6 | 14.0 | 7.0 |
| M.D., D.N.S., OR D.V.M. | 2.1 | 1.7 | 1.0 | 0.8 | 2.6 | 1.5 | 1.9 | 1.7 | 3.5 | 2.7 |
| LL.B. OR J.D. | 0.3 | 0.3 | 0.3 | 0.1 | 0.6 | 0.3 | 0.2 | 0.0 | 0.5 | 0.5 |
| R.D. | 0.3 | 0.2 | 0.3 | 0.2 | 0.2 | 0.1 | 0.2 | 0.0 | 0.4 | 0.2 |
| OTHER | 1.4 | 2.1 | 4.0 | 4.8 | 0.8 | 1.0 | 0.7 | 0.0 | 1.1 | 1.2 |
| PROBABLE MAJOR FIELD OF STUDY ** | | | | | | | | | | |
| AGRICULTURE (INCL FORESTRY) | 0.2 | 0.1 | 0.1 | 0.2 | 0.0 | 0.0 | 0.3 | 0.0 | 0.1 | 0.2 |
| BIOLOGICAL SCIENCES | 3.2 | 3.1 | 1.3 | 1.7 | 3.8 | 3.6 | 3.8 | 4.1 | 2.3 | 3.6 |
| BUSINESS | 18.0 | 11.6 | 30.8 | 28.2 | 12.4 | 4.9 | 16.7 | 8.3 | 14.3 | 6.0 |
| EDUCATION | 17.2 | 19.4 | 9.4 | 16.8 | 18.2 | 22.9 | 19.4 | 22.6 | 17.0 | 16.7 |
| ENGINEERING | 0.2 | 0.3 | 0.4 | 0.3 | 0.1 | 0.2 | 0.0 | 0.0 | 0.4 | 0.5 |
| ENGLISH | 4.4 | 6.5 | 2.3 | 3.9 | 5.9 | 8.4 | 4.9 | 3.9 | 3.6 | 6.2 |
| HEALTH PROFESSIONS (NON-M.D.) | 11.5 | 10.2 | 26.5 | 14.4 | 9.9 | 7.0 | 4.4 | 3.2 | 14.4 | 11.2 |
| HISTORY, POLITICAL SCIENCE | 5.2 | 5.5 | 3.2 | 3.2 | 8.0 | 6.8 | 5.0 | 7.4 | 4.6 | 5.6 |
| HUMANITIES (OTHER) | 2.6 | 6.2 | 2.4 | 3.3 | 2.7 | 7.5 | 2.7 | 3.8 | 2.3 | 6.8 |
| FINE ARTS | 6.5 | 10.8 | 4.4 | 8.6 | 7.3 | 11.4 | 6.7 | 11.6 | 7.1 | 12.2 |
| MATHEMATICS OR STATISTICS | 3.4 | 4.2 | 0.9 | 1.5 | 4.3 | 5.7 | 3.9 | 4.1 | 3.6 | 4.6 |
| PHYSICAL SCIENCES | 1.1 | 0.9 | 0.5 | 0.3 | 1.3 | 1.6 | 1.3 | 1.0 | 0.7 | 1.3 |
| PRE-PROFESSIONAL | 2.3 | 2.1 | 1.3 | 1.4 | 2.7 | 1.6 | 1.4 | 3.4 | 5.0 | 3.4 |
| PSYCHOL., SOCIO., ANTHROPO | 18.3 | 11.5 | 12.1 | 8.3 | 17.5 | 12.7 | 20.5 | 17.4 | 18.6 | 12.6 |
| OTHER FIELDS (TECHNICAL) | 1.1 | 1.1 | 1.1 | 1.6 | 1.4 | 0.9 | 1.0 | 0.6 | 1.1 | 1.0 |
| OTHER FIELDS (NONTECHNICAL) | 4.0 | 4.5 | 2.6 | 4.6 | 3.6 | 3.4 | 5.1 | 7.9 | 3.2 | 6.1 |
| UNDECIDED | 0.8 | 2.0 | 0.7 | 1.6 | 0.9 | 2.0 | 0.8 | 0.6 | 1.1 | 2.2 |
| PROBABLE CAREER OCCUPATION ** | | | | | | | | | | |
| ARTIST (INCL PERFORMER) | 4.9 | 8.1 | 2.9 | 6.4 | 4.8 | 7.5 | 5.5 | 10.8 | 5.7 | 10.3 |
| BUSINESSMAN | 6.9 | 3.1 | 9.5 | 5.4 | 4.3 | 1.7 | 6.9 | 3.7 | 7.1 | 2.8 |
| CLERGYMAN | 0.1 | 0.3 | 0.0 | 0.4 | 0.1 | 0.9 | 0.1 | 0.0 | 0.1 | 0.1 |
| COLLEGE TEACHER | 1.6 | 0.8 | 0.4 | 0.7 | 1.3 | 1.2 | 1.3 | 1.7 | 1.4 | 0.9 |
| DOCTOR (M.D. OR D.O.S.) | 1.6 | 1.2 | 0.3 | 0.8 | 2.3 | 2.1 | 1.4 | 1.5 | 3.3 | 1.9 |
| EDUCATOR (SECONDARY) | 16.1 | 18.2 | 7.8 | 10.8 | 23.1 | 23.1 | 16.4 | 19.5 | 16.1 | 18.1 |
| ELEMENTARY TEACHER | 17.4 | 19.6 | 13.3 | 17.8 | 19.1 | 24.6 | 19.7 | 20.3 | 12.6 | 13.8 |
| ENGINEER | 0.1 | 0.2 | 0.2 | 0.1 | 0.1 | 0.2 | 0.0 | 0.0 | 0.5 | 0.4 |
| FARMER OR FORESTER | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 | 0.2 |
| HEALTH PROFESSIONAL (NON-M.D.) | 6.1 | 5.6 | 5.5 | 5.4 | 5.0 | 4.6 | 4.1 | 5.7 | 7.5 | 7.3 |
| LAWYER | 1.3 | 0.6 | 0.3 | 3.2 | 1.4 | 0.6 | 1.0 | 1.3 | 2.5 | 0.9 |
| NURSE | 7.6 | 6.0 | 21.1 | 9.5 | 6.3 | 3.8 | 3.3 | 1.6 | 8.2 | 6.1 |
| RESEARCH SCIENTIST | 1.7 | 1.7 | 0.5 | 0.6 | 2.4 | 1.8 | 2.9 | 2.8 | 1.6 | 2.5 |
| OTHER CHOICE | 29.1 | 23.3 | 33.8 | 33.2 | 23.2 | 18.3 | 29.9 | 25.5 | 27.9 | 21.2 |
| UNDECIDED | 5.4 | 11.1 | 4.1 | 8.3 | 5.9 | 11.4 | 5.5 | 4.0 | 5.8 | 13.4 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 surveys.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-year Colleges | | Predominantly White Four-year Colleges | | Predominantly Negro Four-year Colleges | | Predominantly White Universities | |
|-----------------------------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| NUMBER OF APPLICATIONS TO OTHER COLLEGES ** | | | | | | | | | | |
| NONE | 45.7 | 52.1 | 58.8 | 63.4 | 36.8 | 44.0 | 43.4 | 44.3 | 46.8 | 53.3 |
| ONE | 21.8 | 20.8 | 19.4 | 18.4 | 22.5 | 22.2 | 22.4 | 21.0 | 22.5 | 21.0 |
| TWO | 17.6 | 13.5 | 10.0 | 9.5 | 19.5 | 16.4 | 20.5 | 16.6 | 16.3 | 12.9 |
| THREE | 8.6 | 7.6 | 5.1 | 4.9 | 10.9 | 9.7 | 9.1 | 7.3 | 8.5 | 7.1 |
| FOUR | 3.8 | 3.4 | 3.2 | 1.8 | 5.9 | 4.4 | 3.3 | 4.9 | 3.6 | 3.3 |
| FIVE | 1.6 | 1.7 | 2.1 | 1.1 | 2.7 | 2.1 | 0.9 | 4.7 | 1.6 | 1.6 |
| SIX OR MORE | 0.9 | 1.0 | 1.3 | 0.8 | 1.8 | 1.2 | 0.4 | 1.2 | 0.8 | 0.8 |
| NUMBER OF ACCEPTANCES BY OTHER COLLEGES ** | | | | | | | | | | |
| NONE | 33.1 | 46.4 | 47.8 | 59.9 | 26.6 | 39.3 | 31.1 | 30.4 | 33.6 | 46.5 |
| ONE | 33.7 | 29.2 | 34.6 | 26.7 | 32.4 | 30.6 | 34.2 | 29.0 | 33.1 | 29.0 |
| TWO | 22.5 | 15.8 | 12.5 | 9.7 | 26.0 | 19.1 | 24.6 | 27.6 | 21.3 | 15.6 |
| THREE | 7.3 | 6.1 | 3.8 | 2.7 | 9.5 | 7.8 | 7.3 | 8.2 | 7.7 | 6.2 |
| FOUR | 2.2 | 1.7 | 1.0 | 0.6 | 3.2 | 2.1 | 1.8 | 2.4 | 3.4 | 2.0 |
| FIVE | 0.7 | 0.5 | 0.0 | 0.2 | 1.2 | 0.7 | 0.7 | 1.6 | 0.7 | 0.5 |
| SIX OR MORE | 0.4 | 0.3 | 0.3 | 0.2 | 1.1 | 0.3 | 0.3 | 0.8 | 0.0 | 0.2 |
| MAJOR INFLUENCES IN DECIDING TO ATTEND THIS COLLEGE ** | | | | | | | | | | |
| PARENT OR OTHER RELATIVE | 57.2 | 51.3 | 49.9 | 53.3 | 53.5 | 51.1 | 62.8 | 48.6 | 53.7 | 49.8 |
| H.S. TEACHER OR COUNSELOR | 31.5 | 20.8 | 30.2 | 22.2 | 34.8 | 22.7 | 30.3 | 28.5 | 33.0 | 16.9 |
| FRIENDS ATTENDING THIS COLLEGE | 13.8 | 15.9 | 9.4 | 14.2 | 8.6 | 15.9 | 18.0 | 11.4 | 12.4 | 17.5 |
| GRAD OR OTHER COLLEGE REP | 16.6 | 12.6 | 10.7 | 10.4 | 18.0 | 15.0 | 20.0 | 18.6 | 12.7 | 11.4 |
| COUNSELING OR PLACEMENT SERVICE | 11.0 | 4.0 | 15.0 | 5.4 | 11.5 | 3.6 | 8.2 | 1.6 | 13.2 | 3.2 |
| ATHLETIC PROGRAM OF THE COLLEGE | 2.3 | 2.3 | 2.6 | 1.5 | 1.0 | 2.9 | 2.6 | 1.0 | 2.4 | 2.3 |
| OTHER EXTRACURRICULAR ACTIVITIES | 5.1 | 4.9 | 3.5 | 3.1 | 4.1 | 5.1 | 5.6 | 2.4 | 6.4 | 6.3 |
| SOCIAL LIFE OF THE COLLEGE | 7.4 | 8.2 | 7.4 | 5.3 | 5.2 | 8.5 | 8.0 | 5.1 | 7.6 | 10.4 |
| CHANCE TO LIVE AWAY FROM HOME | 14.4 | 18.1 | 5.0 | 7.4 | 17.5 | 21.0 | 16.3 | 20.2 | 16.2 | 23.7 |
| LOW COST | 21.3 | 24.4 | 31.1 | 31.2 | 19.1 | 21.4 | 18.1 | 24.2 | 21.1 | 22.2 |
| ACADEMIC REPUTATION OF THE COLL | 44.2 | 47.4 | 29.0 | 27.9 | 53.3 | 53.6 | 40.8 | 35.5 | 60.0 | 56.8 |
| MOST STUDENTS ARE LIKE ME | 4.6 | 9.6 | 4.7 | 8.4 | 4.5 | 11.8 | 5.3 | 5.0 | 2.2 | 7.6 |
| RELIGIOUS AFFILIATION | 5.9 | 7.6 | 4.9 | 6.7 | 9.1 | 11.5 | 6.8 | 2.3 | 2.2 | 3.0 |
| WHILE GROWING UP, I LIVED | | | | | | | | | | |
| ON A FARM | 9.0 | 9.4 | 7.3 | 11.9 | 3.7 | 9.2 | 14.4 | 7.7 | 1.6 | 7.3 |
| IN A SMALL TOWN | 20.3 | 20.2 | 18.7 | 21.9 | 18.9 | 21.9 | 25.8 | 20.4 | 8.3 | 16.1 |
| IN A MODERATE SIZE TOWN OR CITY | 31.9 | 33.8 | 35.8 | 37.8 | 23.2 | 32.7 | 36.1 | 30.6 | 25.2 | 31.4 |
| IN A SUBURB OF A LARGE CITY | 7.5 | 23.1 | 7.4 | 15.8 | 7.2 | 23.2 | 6.7 | 15.4 | 10.2 | 29.8 |
| IN A LARGE CITY | 31.3 | 13.6 | 30.8 | 12.7 | 46.9 | 13.0 | 17.0 | 25.9 | 54.6 | 15.4 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-year Colleges | | Predominantly White Four-year Colleges | | Predominantly Negro Four-year Colleges | | Predominantly White Universities | |
|----------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| REGION OF HOME STATE (1) | | | | | | | | | | |
| MIDDLE STATES ** | 18.9 | 25.4 | 47.8 | 30.2 | 20.0 | 32.5 | 11.1 | 42.3 | 7.2 | 10.5 |
| NEW ENGLAND | 1.6 | 7.1 | 1.8 | 5.6 | 1.3 | 7.7 | 0.4 | 0.0 | 4.7 | 7.3 |
| NORTH CENTRAL | 30.8 | 37.1 | 14.8 | 24.4 | 53.8 | 38.3 | 28.6 | 14.7 | 41.3 | 47.0 |
| NORTHWEST | 0.1 | 2.1 | 0.0 | 0.1 | 0.0 | 2.1 | 0.1 | 0.0 | 0.3 | 4.0 |
| SOUTHERN | 45.0 | 17.1 | 25.1 | 21.2 | 20.3 | 11.1 | 64.3 | 40.5 | 43.3 | 23.0 |
| WESTERN | 3.1 | 10.6 | 9.3 | 18.0 | 3.9 | 7.6 | 0.3 | 1.1 | 3.0 | 7.9 |
| FOREIGN | 0.4 | 0.6 | 1.1 | 0.5 | 0.7 | 0.7 | 0.1 | 1.4 | 0.3 | 0.4 |
| FATHERS EDUCATION ** | | | | | | | | | | |
| GRAMMAR SCHOOL OR LESS | 25.6 | 8.8 | 31.4 | 13.5 | 21.6 | 7.8 | 27.1 | 20.8 | 19.6 | 5.8 |
| SOME HIGH SCHOOL | 30.2 | 14.8 | 29.9 | 21.3 | 25.2 | 13.9 | 31.9 | 24.6 | 31.4 | 9.9 |
| HIGH SCHOOL GRADUATE | 23.7 | 29.0 | 23.9 | 32.5 | 26.3 | 28.7 | 22.0 | 25.8 | 24.8 | 26.1 |
| SOME COLLEGE | 10.9 | 19.4 | 10.8 | 17.4 | 14.1 | 19.4 | 8.9 | 10.0 | 13.3 | 21.2 |
| COLLEGE DEGREE | 5.9 | 18.1 | 3.1 | 11.6 | 7.8 | 18.8 | 5.7 | 13.2 | 6.9 | 23.3 |
| POSTGRADUATE DEGREE | 5.7 | 10.0 | 0.9 | 3.7 | 5.0 | 11.5 | 4.3 | 5.5 | 4.0 | 13.6 |
| MOTHERS EDUCATION ** | | | | | | | | | | |
| GRAMMAR SCHOOL OR LESS | 13.4 | 5.7 | 18.3 | 9.4 | 11.1 | 4.7 | 13.2 | 13.2 | 11.4 | 3.7 |
| SOME HIGH SCHOOL | 33.7 | 12.9 | 39.7 | 19.6 | 27.1 | 11.4 | 35.1 | 24.8 | 30.4 | 8.8 |
| HIGH SCHOOL GRADUATE | 29.6 | 42.1 | 30.4 | 44.0 | 34.3 | 42.6 | 27.0 | 31.2 | 31.3 | 39.7 |
| SOME COLLEGE | 12.1 | 21.1 | 8.7 | 16.7 | 13.9 | 21.3 | 11.4 | 14.9 | 15.1 | 24.8 |
| COLLEGE DEGREE | 8.3 | 15.4 | 2.0 | 9.1 | 9.9 | 16.7 | 10.1 | 10.7 | 8.2 | 19.3 |
| POSTGRADUATE DEGREE | 2.9 | 2.8 | 0.9 | 1.3 | 3.8 | 3.2 | 3.1 | 5.1 | 3.5 | 3.7 |
| RELIGIOUS BACKGROUND ** | | | | | | | | | | |
| PROTESTANT | 54.4 | 53.1 | 51.8 | 51.0 | 55.0 | 53.1 | 54.9 | 51.8 | 54.0 | 55.0 |
| ROMAN CATHOLIC | 9.8 | 34.0 | 8.6 | 37.1 | 11.5 | 34.6 | 4.8 | 17.7 | 22.3 | 29.9 |
| JEWISH | 0.0 | 5.7 | 0.0 | 2.5 | 0.1 | 5.5 | 0.0 | 1.0 | 0.1 | 8.7 |
| OTHER | 34.6 | 5.0 | 37.4 | 7.0 | 32.7 | 4.6 | 38.9 | 27.9 | 22.8 | 3.5 |
| NONE | 1.3 | 2.3 | 2.2 | 2.4 | 0.7 | 2.1 | 1.3 | 1.6 | 0.9 | 2.4 |
| PRESENT RELIGIOUS PREFERENCE ** | | | | | | | | | | |
| PROTESTANT | 49.6 | 48.3 | 47.3 | 47.4 | 47.6 | 48.3 | 52.3 | 40.8 | 46.5 | 49.6 |
| ROMAN CATHOLIC | 13.4 | 32.9 | 12.5 | 36.8 | 15.5 | 33.3 | 8.4 | 16.0 | 25.3 | 28.3 |
| JEWISH | 0.1 | 5.0 | 0.1 | 2.3 | 0.1 | 4.8 | 0.1 | 2.1 | 0.5 | 7.8 |
| OTHER | 33.3 | 6.2 | 37.2 | 7.9 | 31.3 | 5.9 | 37.1 | 26.4 | 22.2 | 5.0 |
| NONE | 3.6 | 7.6 | 2.9 | 5.5 | 5.5 | 7.8 | 2.2 | 14.7 | 5.4 | 9.3 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.

(1) States have been grouped according to the areas defined by the six regional accrediting associations.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-year Colleges | | Predominantly White Four-year Colleges | | Predominantly Negro Four-year Colleges | | Predominantly White Universities | |
|-------------------------------------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| FATHERS OCCUPATION ** | | | | | | | | | | |
| ARTIST (INCL PERFORMER) | 0.8 | 0.8 | 1.4 | 0.6 | 0.3 | 0.9 | 0.6 | 1.2 | 1.0 | 1.0 |
| BUSINESSMAN | 5.6 | 32.2 | 5.4 | 26.4 | 6.9 | 33.0 | 4.6 | 16.5 | 7.3 | 36.5 |
| CLERGYMAN | 2.0 | 0.9 | 1.5 | 0.6 | 2.2 | 1.2 | 2.4 | 1.2 | 1.5 | 0.6 |
| COLLEGE TEACHER | 0.3 | 0.8 | 0.0 | 0.3 | 0.6 | 0.9 | 0.4 | 0.0 | 0.3 | 1.3 |
| DOCTOR (M.D. OR D.D.S.) | 0.6 | 2.3 | 0.2 | 0.9 | 0.8 | 2.6 | 0.6 | 1.2 | 0.7 | 3.4 |
| EDUCATOR (SECONDARY) | 2.6 | 1.9 | 0.5 | 1.1 | 3.3 | 2.4 | 3.3 | 1.8 | 2.4 | 2.1 |
| ELEMENTARY TEACHER | 0.7 | 0.3 | 0.3 | 0.2 | 1.0 | 0.3 | 0.7 | 1.8 | 0.4 | 0.3 |
| ENGINEER | 1.6 | 7.7 | 1.6 | 6.0 | 2.1 | 7.7 | 1.3 | 1.7 | 0.4 | 9.4 |
| FARMER OR FORESTER | 5.8 | 6.3 | 4.4 | 7.9 | 2.1 | 5.9 | 9.4 | 2.3 | 1.0 | 5.2 |
| HEALTH PROFESSIONAL (NON-M.D.) | 0.8 | 1.0 | 0.8 | 0.8 | 1.1 | 1.0 | 0.6 | 1.1 | 0.6 | 1.3 |
| LAWYER | 0.3 | 1.4 | 0.2 | 0.4 | 0.4 | 1.7 | 0.2 | 0.0 | 0.6 | 1.9 |
| MILITARY CAREER | 2.1 | 1.5 | 2.8 | 1.1 | 1.4 | 1.4 | 2.1 | 6.9 | 2.0 | 2.0 |
| RESEARCH SCIENTIST | 0.1 | 0.6 | 0.0 | 0.2 | 0.0 | 0.6 | 0.1 | 0.0 | 0.3 | 1.0 |
| SKILLED WORKER | 12.9 | 11.4 | 12.0 | 14.2 | 16.2 | 11.1 | 11.1 | 13.6 | 14.9 | 9.1 |
| SEMI-SKILLED WORKER | 16.9 | 6.9 | 17.9 | 9.7 | 15.9 | 6.7 | 15.9 | 15.5 | 20.0 | 4.6 |
| UNSKILLED WORKER | 15.7 | 3.1 | 16.6 | 4.8 | 13.2 | 3.0 | 16.2 | 5.3 | 16.7 | 1.9 |
| UNEMPLOYED | 4.7 | 1.0 | 5.5 | 1.2 | 4.1 | 1.0 | 4.9 | 3.7 | 3.6 | 0.9 |
| OTHER | 26.6 | 19.7 | 29.0 | 23.5 | 28.4 | 18.7 | 25.4 | 26.2 | 25.0 | 17.6 |
| ESTIMATED PARENTAL INCOME (2) ** | | | | | | | | | | |
| LESS THAN \$4,000 | 31.9 | 5.0 | 29.4 | 7.4 | 27.8 | 4.7 | 39.0 | 21.0 | 22.1 | 3.3 |
| \$4,000 - \$5,999 | 23.8 | 9.3 | 26.3 | 13.1 | 19.9 | 8.5 | 24.2 | 23.2 | 24.5 | 7.0 |
| \$6,000 - \$7,999 | 16.9 | 14.8 | 19.9 | 18.7 | 18.5 | 14.5 | 14.1 | 15.9 | 20.2 | 11.5 |
| \$8,000 - \$9,999 | 10.5 | 16.3 | 9.8 | 18.1 | 12.1 | 16.2 | 9.2 | 9.1 | 12.8 | 14.7 |
| \$10,000 - \$14,999 | 10.6 | 27.7 | 9.5 | 24.9 | 14.3 | 28.1 | 8.4 | 19.6 | 13.2 | 29.7 |
| \$15,000 - \$19,999 | 3.7 | 12.5 | 2.9 | 9.8 | 4.8 | 12.7 | 3.3 | 7.7 | 4.5 | 14.7 |
| \$20,000 - \$24,999 | 1.7 | 6.2 | 1.7 | 3.7 | 1.3 | 6.3 | 1.9 | 1.7 | 1.5 | 8.2 |
| \$25,000 - \$29,999 | 0.5 | 3.0 | 0.0 | 1.8 | 0.4 | 3.2 | 0.6 | 0.0 | 0.7 | 3.9 |
| \$30,000 OR MORE | 0.5 | 5.3 | 0.5 | 2.7 | 0.9 | 5.8 | 0.4 | 1.9 | 0.5 | 6.9 |
| MAJOR SOURCES OF FINANCIAL SUPPORT DURING FRESHMAN YEAR ** | | | | | | | | | | |
| PERSONAL SVGS OR EMPLOYMENT | 15.3 | 18.8 | 30.4 | 27.7 | 12.7 | 15.3 | 10.7 | 19.8 | 13.3 | 15.4 |
| PARENTAL OR FAMILY AID | 34.8 | 62.7 | 29.6 | 55.8 | 31.7 | 62.1 | 34.5 | 37.4 | 43.7 | 69.9 |
| REPAYABLE LOAN | 27.8 | 14.2 | 13.0 | 10.0 | 27.6 | 18.8 | 37.4 | 22.9 | 18.2 | 11.6 |
| SCHOLARSHIP/GRANT/OR OTHER GIFT | 34.2 | 17.1 | 24.0 | 11.2 | 54.4 | 21.5 | 29.4 | 34.5 | 37.4 | 16.9 |
| CONCERN ABOUT FINANCING EDUC ** | | | | | | | | | | |
| NONE | 19.4 | 36.2 | 24.4 | 43.0 | 16.8 | 33.5 | 18.6 | 28.3 | 18.4 | 36.3 |
| SOME CONCERN | 60.3 | 55.5 | 60.6 | 52.4 | 62.0 | 58.0 | 58.6 | 61.7 | 62.8 | 55.0 |
| MAJOR CONCERN | 20.3 | 8.3 | 15.0 | 7.6 | 21.1 | 8.5 | 22.8 | 10.0 | 18.8 | 8.7 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.
(2)

Reported estimate of total income of parental family last year (all sources before taxes).

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-year Colleges | | Predominantly White Four-year Colleges | | Predominantly Negro Four-year Colleges | | Predominantly White Universities | |
|-----------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| OBJECTIVES CONSIDERED TO BE ** | | | | | | | | | | |
| ESSENTIAL OR VERY IMPORTANT | | | | | | | | | | |
| ACHIEVE IN A PERFORMING ART | 12.1 | 11.1 | 8.8 | 9.2 | 11.3 | 11.9 | 14.0 | 18.1 | 11.0 | 11.6 |
| BE AN AUTHORITY IN MY FIELD | 67.4 | 53.5 | 57.8 | 49.2 | 67.7 | 54.2 | 71.3 | 65.4 | 65.8 | 56.7 |
| OBTAIN RECOGNITION FROM PEERS | 44.9 | 30.6 | 38.0 | 28.6 | 40.5 | 31.2 | 50.2 | 34.8 | 42.3 | 31.6 |
| PERFORM OR COMPOSE MUSIC | 6.0 | 6.0 | 3.9 | 4.4 | 6.8 | 7.0 | 6.7 | 9.2 | 5.1 | 6.2 |
| BE AN EXPERT IN FINANCE | 10.8 | 3.1 | 9.9 | 4.8 | 8.5 | 2.4 | 13.0 | 7.0 | 8.5 | 2.6 |
| BE ADMINISTRATIVELY RESPONSIBLE | 27.6 | 15.1 | 30.9 | 18.0 | 23.7 | 13.8 | 28.4 | 24.6 | 26.1 | 14.5 |
| BE VERY WELL-OFF FINANCIALLY | 43.9 | 25.9 | 41.7 | 29.0 | 40.3 | 23.9 | 46.2 | 31.8 | 43.8 | 25.9 |
| HELP OTHERS IN DIFFICULTY | 74.5 | 70.6 | 68.9 | 68.4 | 77.6 | 72.5 | 75.9 | 80.4 | 72.9 | 69.8 |
| JOIN THE PEACE CORPS OR VISTA | 22.3 | 27.2 | 19.5 | 23.4 | 26.3 | 29.2 | 22.0 | 28.6 | 21.8 | 27.8 |
| BECOME AN OUTSTANDING ATHLETE | 5.1 | 4.2 | 8.6 | 4.2 | 3.9 | 4.9 | 4.8 | 4.3 | 3.9 | 3.2 |
| BECOME A COMMUNITY LEADER | 24.4 | 15.5 | 17.1 | 12.1 | 23.0 | 16.7 | 28.2 | 24.3 | 22.8 | 16.9 |
| CONTRIBUTE TO SCIENTIFIC THEORY | 10.5 | 5.5 | 8.3 | 4.3 | 9.4 | 5.3 | 11.7 | 6.4 | 10.7 | 6.8 |
| WRITE ORIGINAL WORKS | 13.5 | 15.3 | 12.7 | 10.5 | 15.4 | 16.8 | 13.6 | 16.9 | 12.1 | 17.7 |
| NOT BE OBLIGATED TO PEOPLE | 31.6 | 21.0 | 29.0 | 22.2 | 32.9 | 20.7 | 32.2 | 30.6 | 32.0 | 20.6 |
| CREATE WORKS OF ART | 10.5 | 19.3 | 10.2 | 17.1 | 10.4 | 19.4 | 10.8 | 21.8 | 10.1 | 21.1 |
| KEEP UP WITH POLITICAL AFFAIRS | 47.0 | 52.1 | 33.4 | 42.7 | 44.2 | 54.7 | 54.2 | 56.3 | 44.4 | 57.1 |
| SUCCEED IN MY OWN BUSINESS | 45.7 | 30.6 | 41.8 | 33.8 | 33.9 | 28.3 | 53.1 | 42.4 | 41.6 | 30.7 |
| DEVELOP A PHILOSOPHY OF LIFE | 84.7 | 87.6 | 76.8 | 83.2 | 85.0 | 89.3 | 86.8 | 90.0 | 86.4 | 89.3 |
| STUDENTS ESTIMATE CHANCES ARE ** | | | | | | | | | | |
| VERY GOOD THAT THEY WILL | | | | | | | | | | |
| GET MARRIED WHILE IN COLLEGE | 6.4 | 7.6 | 5.9 | 7.0 | 6.3 | 7.4 | 6.1 | 11.0 | 7.8 | 8.4 |
| MARRY WITHIN A YEAR AFTER COLL | 18.1 | 22.9 | 13.1 | 20.2 | 18.2 | 23.8 | 20.2 | 19.1 | 16.8 | 24.2 |
| OBTAIN AVG GRD OF A- OR HIGHER | 3.4 | 2.2 | 4.4 | 2.2 | 2.7 | 2.0 | 3.6 | 4.7 | 2.8 | 2.6 |
| CHANGE MAJOR FIELD | 11.2 | 15.9 | 5.4 | 9.7 | 11.5 | 17.3 | 12.7 | 12.6 | 12.8 | 19.7 |
| CHANGE CAREER CHOICE | 9.8 | 16.5 | 5.4 | 10.2 | 10.7 | 17.8 | 10.3 | 10.7 | 11.5 | 20.6 |
| FAIL ONE OR MORE COURSES | 1.6 | 1.3 | 1.1 | 0.8 | 1.5 | 1.6 | 1.9 | 2.7 | 1.5 | 1.4 |
| GRADUATE WITH HONORS | 4.9 | 3.0 | 4.9 | 2.2 | 3.7 | 3.1 | 5.7 | 9.2 | 4.2 | 3.6 |
| BE ELECTED TO A STUDENT OFFICE | 3.6 | 1.6 | 2.1 | 1.2 | 4.3 | 1.8 | 4.2 | 6.8 | 2.7 | 1.7 |
| JOIN SOCIAL FRAT OR SORORITY | 29.2 | 28.8 | 24.4 | 24.2 | 32.0 | 30.3 | 31.0 | 26.8 | 26.7 | 31.0 |
| AUTHOR A PUBLISHED ARTICLE | 4.3 | 4.7 | 4.0 | 3.0 | 4.1 | 5.3 | 4.1 | 6.8 | 5.3 | 5.5 |
| BE ELECTED TO AN HONOR SOCIETY | 3.1 | 2.7 | 2.3 | 1.5 | 2.6 | 2.9 | 3.7 | 3.9 | 3.0 | 3.7 |
| PARTICIPATE IN DEMONSTRATIONS | 5.6 | 3.8 | 4.5 | 2.4 | 6.5 | 4.4 | 5.4 | 17.1 | 6.7 | 4.2 |
| DROP OUT TEMPORARILY | 0.7 | 1.0 | 0.6 | 0.8 | 0.9 | 1.1 | 0.6 | 0.0 | 0.8 | 1.0 |
| DROP OUT PERMANENTLY | 0.5 | 0.6 | 0.6 | 0.5 | 0.7 | 0.7 | 0.5 | 0.0 | 0.3 | 0.6 |
| TRANSFER TO ANOTHER COLLEGE | 8.6 | 12.4 | 10.1 | 15.4 | 10.0 | 11.9 | 7.7 | 14.2 | 8.1 | 10.2 |

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WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-year Colleges | | Predominantly White Four-year Colleges | | Predominantly Negro Four-year Colleges | | Predominantly White Universities | |
|------------------------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| STUDY HABITS (ALWAYS OR USUALLY) DURING PAST YEAR | | | | | | | | | | |
| TURNED IN ASSIGNED WORK ON TIME | 96.0 | 98.3 | 93.2 | 97.8 | 96.2 | 98.5 | 97.2 | 98.7 | 95.1 | 98.5 |
| HAD TROUBLE CONCENTRATING | 9.6 | 7.6 | 10.4 | 9.8 | 9.6 | 6.8 | 10.1 | 11.9 | 8.6 | 6.7 |
| KEPT STUDY PLACE NEAT | 79.2 | 75.1 | 85.0 | 82.2 | 71.5 | 73.0 | 80.4 | 78.8 | 78.3 | 71.6 |
| WAS TOO BORED TO STUDY | 3.9 | 4.8 | 6.0 | 4.5 | 4.2 | 4.5 | 3.3 | 2.2 | 3.2 | 5.6 |
| OUTLINED READING ASSIGNMENT | 47.0 | 32.0 | 48.7 | 33.6 | 40.3 | 31.5 | 49.8 | 51.4 | 45.3 | 31.2 |
| MADE CARELESS MISTAKES ON TEST | 14.1 | 8.5 | 14.6 | 10.4 | 15.3 | 8.1 | 14.6 | 9.5 | 11.2 | 7.6 |
| DID HOMEWORK EVERY DAY | 37.7 | 55.0 | 36.3 | 51.2 | 37.9 | 57.7 | 37.1 | 42.2 | 40.3 | 54.8 |
| STUDIED ALONE | 82.9 | 92.8 | 79.1 | 90.9 | 69.3 | 93.4 | 80.0 | 85.5 | 87.9 | 93.9 |
| PUT OFF STARTING HOMEWORK | 10.8 | 17.8 | 10.3 | 15.7 | 15.4 | 17.7 | 8.8 | 12.2 | 12.3 | 19.9 |
| GOT EXAM JITTERS | 33.7 | 30.7 | 36.9 | 38.2 | 32.9 | 29.9 | 33.7 | 30.1 | 31.0 | 24.9 |
| FELL ASLEEP WHILE STUDYING | 5.2 | 3.3 | 4.3 | 3.1 | 5.6 | 3.2 | 5.4 | 2.8 | 5.6 | 3.5 |
| MEMORIZED WITHOUT UNDERSTANDING | 8.9 | 5.7 | 7.4 | 8.0 | 9.7 | 5.1 | 9.5 | 10.7 | 7.7 | 4.5 |
| FAILED TO COMPLETE ASSIGNMENT | 5.5 | 2.1 | 6.4 | 2.8 | 4.6 | 1.9 | 6.3 | 3.2 | 3.7 | 1.7 |
| SHARED NOTES WITH OTHER STUDENTS | 36.9 | 24.3 | 29.5 | 26.2 | 34.4 | 24.6 | 42.1 | 46.6 | 33.9 | 24.1 |
| CHECKED WORK BEFORE SUBMITTING | 88.7 | 86.3 | 85.6 | 84.6 | 87.7 | 87.0 | 90.4 | 88.5 | 88.7 | 86.9 |
| DID WORK FOR EXTRA CREDIT | 32.5 | 18.7 | 29.4 | 19.8 | 35.1 | 18.0 | 33.3 | 37.5 | 31.3 | 19.0 |
| MADE UP AND TOOK OWN TEST | 22.6 | 9.2 | 22.7 | 10.7 | 21.0 | 9.0 | 23.2 | 21.6 | 22.4 | 8.2 |
| DAY DREAMED WHILE STUDYING | 6.7 | 11.9 | 6.2 | 9.8 | 7.4 | 12.5 | 6.1 | 9.7 | 7.6 | 13.1 |
| RECD LOWER GRADE THAN DESERVED | 3.1 | 1.1 | 2.0 | 1.7 | 3.2 | 0.8 | 3.4 | 2.9 | 3.1 | 0.9 |
| INCLUDED MINOR DETAILS IN NOTES | 33.8 | 29.0 | 31.4 | 29.9 | 32.8 | 28.4 | 35.1 | 27.3 | 33.4 | 29.1 |
| WASTED TIME IN BULL SESSIONS | 6.0 | 9.8 | 6.2 | 10.4 | 7.0 | 9.7 | 6.1 | 6.6 | 4.8 | 9.4 |
| ANALYZED OWN MISTAKES | 68.5 | 64.9 | 64.9 | 59.0 | 69.8 | 66.6 | 69.1 | 63.9 | 69.7 | 68.0 |
| READ TABLES CHARTS CAREFULLY | 57.1 | 54.4 | 54.9 | 51.5 | 55.3 | 54.9 | 57.9 | 59.1 | 59.4 | 56.3 |
| STUDIED WITH RADIO ON | 19.7 | 20.3 | 18.7 | 21.3 | 20.2 | 19.7 | 19.9 | 25.9 | 19.3 | 20.3 |
| STUDIED WITH T.V. ON | 12.7 | 6.3 | 10.4 | 7.6 | 11.9 | 5.7 | 13.5 | 10.9 | 14.0 | 5.9 |
| CLARIFIED WORK WITH INSTRUCTOR | 62.4 | 47.3 | 53.2 | 45.2 | 65.0 | 48.1 | 65.0 | 71.5 | 62.4 | 48.4 |
| AGREE STRONGLY OR SOMEWHAT | | | | | | | | | | |
| STUDENT DESIGN OF CURRICULUM | 91.3 | 91.1 | 87.0 | 91.3 | 93.0 | 90.6 | 91.6 | 94.4 | 92.5 | 91.5 |
| PUBLISH ALL SCIENCE FINDINGS ** | 51.8 | 49.5 | 53.8 | 48.8 | 47.1 | 49.2 | 53.2 | 52.3 | 50.6 | 50.7 |
| INDIVIDUAL CANNOT CHANGE SOCIETY ** | 32.6 | 27.6 | 37.2 | 28.8 | 31.0 | 27.2 | 33.6 | 28.3 | 27.1 | 26.8 |
| COLL CONTROL STDT BEHAV OFF CAMP | 36.9 | 22.7 | 36.0 | 23.4 | 28.5 | 25.1 | 43.3 | 34.5 | 29.1 | 18.5 |
| BENEFIT OF COLLEGE IS MONETARY** | 67.1 | 47.3 | 70.9 | 60.2 | 60.9 | 42.7 | 70.9 | 54.2 | 60.4 | 41.8 |
| RASE FACULTY PAY ON STDT EVAL ** | 58.0 | 62.2 | 58.7 | 58.3 | 55.6 | 62.3 | 59.1 | 57.5 | 56.7 | 65.7 |
| MY BELIEFS ARE SIMILAR TO OTHERS ** | 70.2 | 70.7 | 57.4 | 72.0 | 57.6 | 71.5 | 60.1 | 57.7 | 58.6 | 68.5 |
| REGULATE STUDENT PUBLICATIONS ** | 70.2 | 56.1 | 76.2 | 66.4 | 60.5 | 54.2 | 75.2 | 60.1 | 61.8 | 49.6 |
| MARIJUANA SHOULD BE LEGALIZED | 13.6 | 17.2 | 13.6 | 13.7 | 14.3 | 16.8 | 13.1 | 23.6 | 13.6 | 20.7 |
| LIMIT CARS TO REDUCE AIR POLLUT | 39.7 | 45.0 | 43.3 | 43.5 | 39.8 | 45.7 | 39.3 | 45.3 | 37.1 | 45.3 |
| URBAN PROBS REQUIRE MUCH MONEY | 65.1 | 48.4 | 63.7 | 48.2 | 67.6 | 49.3 | 65.5 | 64.0 | 62.6 | 47.2 |
| OUTLAW CIGARETTE ADVERTISING | 36.1 | 43.0 | 39.0 | 43.3 | 34.3 | 44.3 | 37.5 | 36.7 | 31.8 | 41.0 |
| COLLEGE HAS RIGHT TO BAN SPKR ** | 31.6 | 28.6 | 37.7 | 34.6 | 23.9 | 27.3 | 34.3 | 32.1 | 27.4 | 25.2 |
| ARMY SHOULD RE VOLUNTARY | 39.7 | 31.0 | 36.6 | 28.6 | 39.7 | 31.4 | 41.8 | 41.4 | 36.8 | 32.7 |
| GIVE DISADVANTAGED PREF TRTMNT** | 57.2 | 38.3 | 57.0 | 42.4 | 57.2 | 37.5 | 54.9 | 54.3 | 58.0 | 35.7 |
| COLL TOO LAX ON STDT PROTEST ** | 38.3 | 51.0 | 45.4 | 55.2 | 33.0 | 50.9 | 40.5 | 39.9 | 31.7 | 47.5 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-year Colleges | | Predominantly White Four-year Colleges | | Predominantly Negro Four-year Colleges | | Predominantly White Universities | |
|----------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| PERCENTAGE OF STUDENTS REPORTING | | | | | | | | | | |
| THAT DURING THE PAST YEAR THEY | | | | | | | | | | |
| VOTED IN STUDENT ELECTION (3) | ** 78.0 | 80.3 | 66.7 | 77.4 | 80.2 | 80.7 | 84.5 | 84.5 | 79.8 | 82.4 |
| CAME LATE TO CLASS | ** 59.7 | 50.4 | 59.9 | 48.7 | 59.9 | 51.1 | 56.1 | 56.1 | 63.2 | 50.7 |
| PLAYED A MUSICAL INSTRUMENT | ** 33.6 | 45.2 | 27.0 | 36.8 | 36.8 | 48.3 | 33.2 | 33.2 | 34.5 | 48.5 |
| STUDIED IN THE LIBRARY (3) | ** 45.8 | 37.5 | 38.2 | 37.5 | 44.9 | 37.8 | 39.1 | 39.1 | 41.1 | 37.1 |
| CHCKED OUT A LIBRARY BOOK (3) | ** 60.2 | 59.6 | 53.0 | 57.1 | 63.4 | 61.7 | 66.6 | 66.6 | 55.3 | 59.1 |
| ARRANGED DATE FOR ANOTHER STDY | ** 38.0 | 50.0 | 36.9 | 51.5 | 35.5 | 47.7 | 50.4 | 50.4 | 36.2 | 51.8 |
| OVERSLEPT AND MISSED A CLASS | ** 18.0 | 14.6 | 21.7 | 15.0 | 21.3 | 14.4 | 21.3 | 21.3 | 21.0 | 14.5 |
| TYPED A HOMEWORK ASSIGNMENT (3) | ** 31.3 | 26.9 | 22.9 | 25.9 | 33.6 | 26.7 | 34.9 | 34.9 | 33.7 | 28.2 |
| DISCUSSED FUTURE WITH PARENTS | 47.1 | 47.1 | 43.2 | 47.2 | 45.8 | 47.4 | 49.9 | 49.9 | 49.8 | 46.6 |
| WAS LATE WITH HOMEWORK ASSGNT | ** 57.6 | 51.5 | 59.0 | 53.6 | 61.7 | 51.3 | 59.4 | 59.4 | 59.8 | 49.8 |
| ARGUED WITH TEACHER IN CLASS | ** 24.2 | 43.7 | 21.1 | 32.8 | 30.3 | 46.7 | 30.1 | 30.1 | 28.9 | 49.4 |
| ATTENDED RELIGIOUS SERVICE | 94.7 | 93.3 | 90.1 | 92.8 | 94.2 | 93.8 | 97.3 | 97.3 | 93.0 | 93.2 |
| PROTESTED AGAINST VIETNAM WAR | 5.1 | 4.2 | 4.9 | 2.9 | 6.3 | 4.8 | 9.6 | 9.6 | 4.3 | 4.4 |
| PROTESTED AGAINST RACIAL DISCRIM | 24.5 | 5.8 | 25.8 | 3.9 | 31.1 | 6.6 | 34.8 | 34.8 | 28.1 | 6.3 |
| PROTESTED AGAINST SCHOOL ADMIN | 23.8 | 13.6 | 17.7 | 11.0 | 28.8 | 14.9 | 29.7 | 29.7 | 24.3 | 14.3 |
| DID EXTRA READING FOR CLASS (3) | ** 20.5 | 13.6 | 17.6 | 11.5 | 20.1 | 14.0 | 29.0 | 29.0 | 21.5 | 15.1 |
| TOOK SLEEPING PILLS | ** 5.0 | 7.0 | 5.1 | 7.1 | 5.2 | 6.7 | 9.1 | 9.1 | 4.8 | 7.2 |
| TUTORED ANOTHER STUDENT | ** 53.3 | 50.0 | 40.4 | 39.4 | 60.0 | 53.7 | 61.3 | 61.3 | 57.2 | 54.7 |
| PLAYED CHESS | ** 12.9 | 24.6 | 13.7 | 20.8 | 14.3 | 26.0 | 19.1 | 19.1 | 15.8 | 26.1 |
| READ POETRY NOT READ FOR COURSE | 71.4 | 71.4 | 60.6 | 64.6 | 71.5 | 73.4 | 79.6 | 79.6 | 71.2 | 74.8 |
| TOOK A TRANQUILIZING PILL | ** 7.7 | 12.3 | 7.1 | 12.6 | 7.2 | 12.2 | 14.0 | 14.0 | 8.7 | 12.4 |
| DISCUSSED RELIGION (3) | ** 27.7 | 38.5 | 19.8 | 31.8 | 33.4 | 41.3 | 44.4 | 44.4 | 30.2 | 40.8 |
| TOOK VITAMINS | ** 62.7 | 62.3 | 65.7 | 64.2 | 62.9 | 61.7 | 55.3 | 55.3 | 60.9 | 61.7 |
| VISITED ART GALLERY OR MUSEUM | ** 73.1 | 77.1 | 69.4 | 72.9 | 78.6 | 78.3 | 79.2 | 79.2 | 76.2 | 79.2 |
| PART IN H.S. POLITICAL CAMPAIGN | 49.2 | 45.8 | 31.0 | 37.9 | 51.3 | 47.3 | 50.6 | 50.6 | 49.5 | 51.0 |
| PART IN OTHER POLITICAL CAMPAIGN | 12.2 | 13.6 | 9.6 | 9.7 | 11.6 | 14.5 | 18.8 | 18.8 | 10.7 | 15.8 |
| MISSED SCHL BECS OF ILLNESS (3) | ** 5.1 | 4.1 | 6.6 | 4.4 | 4.1 | 3.8 | 3.2 | 3.2 | 4.6 | 4.0 |
| SMOKED CIGARETTES (3) | ** 7.8 | 12.3 | 13.5 | 15.0 | 7.7 | 11.0 | 18.6 | 18.6 | 7.5 | 11.4 |
| DISCUSSED POLITICS (3) | ** 17.9 | 27.8 | 10.8 | 18.9 | 20.3 | 29.9 | 25.9 | 25.9 | 21.3 | 33.0 |
| DRANK REEF | ** 27.7 | 39.2 | 33.4 | 39.6 | 26.8 | 38.1 | 36.1 | 36.1 | 30.0 | 40.3 |
| DISCUSSED SPORTS (3) | ** 27.4 | 27.5 | 25.2 | 25.4 | 27.6 | 27.9 | 28.0 | 28.0 | 27.7 | 29.0 |
| ASKED TEACHER FOR ADVICE (3) | ** 30.6 | 22.2 | 25.9 | 16.5 | 31.6 | 23.8 | 30.4 | 30.4 | 31.8 | 23.3 |
| HAD VOCATIONAL COUNSELING | ** 65.5 | 60.5 | 61.9 | 64.3 | 61.9 | 59.9 | 59.9 | 59.9 | 68.9 | 57.7 |
| STAYED UP ALL NIGHT | ** 51.4 | 56.6 | 49.4 | 54.7 | 58.9 | 56.2 | 53.7 | 53.7 | 59.8 | 58.7 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.

(3)

Frequently only, all other items frequently plus occasionally.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: ALL FRESHMEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-year Colleges | | Predominantly White Four-year Colleges | | Predominantly Negro Four-year Colleges | | Predominantly White Universities | |
|----------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| AGE, IN YEARS, AS OF | | | | | | | | | | |
| DECEMBER 31, 1968 | | | | | | | | | | |
| 16 OR YOUNGER | 0.3 | 0.1 | 0.0 | 0.0 | 0.2 | 0.2 | 0.4 | 0.0 | 0.2 | 0.1 |
| 17 | 7.4 | 4.3 | 4.0 | 2.5 | 9.0 | 5.5 | 7.7 | 5.6 | 9.6 | 4.5 |
| 18 | 62.7 | 76.4 | 46.7 | 67.0 | 67.6 | 80.2 | 46.0 | 54.8 | 70.3 | 81.1 |
| 19 | 18.9 | 13.2 | 24.3 | 18.4 | 16.9 | 10.8 | 18.7 | 19.7 | 13.9 | 11.3 |
| 20 | 4.3 | 1.9 | 7.6 | 3.7 | 3.2 | 1.2 | 3.9 | 6.0 | 2.3 | 1.0 |
| 21 | 1.2 | 0.9 | 2.4 | 1.6 | 0.4 | 0.6 | 1.0 | 2.7 | 0.9 | 0.5 |
| OLDER THAN 21 | 5.3 | 3.2 | 15.2 | 6.7 | 2.6 | 1.6 | 2.2 | 11.3 | 2.8 | 1.5 |
| AVERAGE GRADE IN HIGH SCHOOL | | | | | | | | | | |
| A OR A+ | 1.4 | 4.8 | 0.5 | 1.0 | 1.6 | 5.4 | 1.5 | 1.3 | 2.2 | 7.9 |
| A- | 4.7 | 8.9 | 1.5 | 2.5 | 5.3 | 10.6 | 5.3 | 2.8 | 6.9 | 13.3 |
| B+ | 14.4 | 16.0 | 8.7 | 7.5 | 14.5 | 19.2 | 16.8 | 11.7 | 16.2 | 20.5 |
| B | 21.2 | 23.2 | 16.2 | 19.2 | 21.2 | 25.4 | 22.8 | 20.4 | 23.9 | 24.4 |
| B- | 16.0 | 15.4 | 13.7 | 16.3 | 17.9 | 15.5 | 15.8 | 18.5 | 17.4 | 14.4 |
| C+ | 22.3 | 16.2 | 25.2 | 23.5 | 22.0 | 13.9 | 21.6 | 21.2 | 20.4 | 11.7 |
| C | 18.9 | 14.6 | 31.7 | 28.0 | 16.4 | 9.6 | 15.6 | 22.4 | 12.6 | 7.5 |
| D | 1.1 | 0.9 | 2.5 | 1.9 | 1.0 | 0.5 | 0.6 | 1.7 | 0.4 | 0.4 |
| SECONDARY SCHOOL ACHIEVEMENTS | | | | | | | | | | |
| FLUENT PRESIDENT STOT ORGNZ | 25.8 | 20.0 | 13.8 | 12.7 | 26.1 | 22.6 | 32.1 | 28.3 | 25.4 | 24.0 |
| HIGH RATING STATE MUSIC CONTEST | 10.2 | 9.9 | 6.4 | 7.1 | 10.3 | 10.6 | 12.0 | 11.1 | 10.7 | 11.9 |
| STATE/REGIONAL SPEECH CONTEST | 6.9 | 5.5 | 4.1 | 3.4 | 6.3 | 6.0 | 8.4 | 6.4 | 6.8 | 7.1 |
| MAJOR PART IN A PLAY | 25.1 | 16.3 | 16.1 | 12.8 | 20.2 | 18.0 | 34.4 | 26.4 | 18.3 | 17.5 |
| VARSITY LETTER (SPORTS) | 28.1 | 31.7 | 35.5 | 29.9 | 32.9 | 33.6 | 23.5 | 35.5 | 24.7 | 31.1 |
| AWARD IN ART COMPETITION | 6.0 | 5.3 | 5.8 | 5.2 | 6.9 | 5.3 | 5.8 | 6.7 | 5.8 | 5.4 |
| EDITED SCHOOL PAPER | 11.5 | 11.2 | 5.5 | 6.8 | 12.7 | 12.9 | 14.0 | 13.2 | 11.9 | 13.2 |
| HAD ORIGINAL WRITING PUBLISHED | 13.3 | 15.9 | 7.7 | 9.7 | 19.3 | 18.3 | 12.2 | 15.1 | 16.9 | 19.0 |
| NSF SUMMER PROGRAM | 1.6 | 0.6 | 1.0 | 0.3 | 2.1 | 0.8 | 1.8 | 1.5 | 1.6 | 1.3 |
| ST/REGIONAL SCIENCE CONTEST | 4.9 | 2.3 | 2.0 | 1.3 | 4.4 | 2.3 | 7.0 | 4.1 | 3.8 | 3.1 |
| SCHOLASTIC HONOR SOCIETY | 21.5 | 25.4 | 7.3 | 8.0 | 24.9 | 30.4 | 25.6 | 12.8 | 26.9 | 36.9 |
| NATIONAL MERIT RECOGNITION | 6.8 | 7.4 | 2.7 | 2.0 | 10.3 | 8.3 | 5.9 | 5.3 | 10.9 | 11.7 |
| RATED ACADEMIC STANDARDS OF H.S | | | | | | | | | | |
| VERY HIGH | 22.8 | 31.1 | 17.4 | 23.2 | 26.7 | 32.9 | 22.1 | 28.6 | 27.1 | 36.9 |
| FAIRLY HIGH | 30.1 | 35.3 | 26.8 | 31.3 | 31.0 | 37.6 | 31.6 | 28.3 | 30.2 | 36.4 |
| ABOUT AVERAGE | 40.8 | 29.4 | 48.7 | 39.6 | 35.5 | 26.2 | 40.7 | 37.1 | 35.8 | 23.3 |
| PROBABLY BELOW AVERAGE | 5.2 | 3.5 | 6.0 | 5.1 | 5.1 | 2.8 | 4.8 | 4.8 | 5.4 | 2.7 |
| DEFINITELY BELOW AVERAGE | 1.1 | 0.7 | 1.1 | 0.8 | 1.7 | 0.6 | 0.7 | 1.1 | 1.5 | 0.6 |
| RANK IN HIGH SCHOOL CLASS | | | | | | | | | | |
| TOP 1 PER CENT | 7.0 | 4.7 | 2.1 | 1.2 | 6.3 | 5.4 | 9.4 | 2.2 | 7.7 | 7.2 |
| TOP 10 PER CENT | 21.8 | 19.8 | 8.2 | 6.9 | 22.4 | 22.9 | 28.1 | 13.9 | 22.5 | 28.6 |
| TOP QUARTER | 22.0 | 26.8 | 16.2 | 18.2 | 27.0 | 30.4 | 20.7 | 20.6 | 27.7 | 30.6 |
| SECOND QUARTER | 22.4 | 27.9 | 23.4 | 34.0 | 24.4 | 27.1 | 20.5 | 32.3 | 23.6 | 22.9 |
| THIRD QUARTER | 21.1 | 17.0 | 36.8 | 31.6 | 16.2 | 12.1 | 47.6 | 25.6 | 15.2 | 8.8 |
| FOURTH QUARTER | 5.7 | 3.9 | 13.3 | 8.1 | 3.7 | 2.1 | 3.7 | 5.3 | 3.2 | 1.8 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: ALL FRESHMEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-year Colleges | | Predominantly White Four-year Colleges | | Predominantly Negro Four-year Colleges | | Predominantly White Universities | |
|-----------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| HIGHEST DEGREE PLANNED ** | | | | | | | | | | |
| NONE | 4.0 | 4.1 | 8.0 | 7.9 | 2.3 | 2.6 | 2.9 | 3.5 | 3.7 | 2.2 |
| ASSOCIATE (OR EQUIVALENT) | 4.6 | 6.8 | 15.5 | 19.0 | 1.1 | 1.3 | 1.5 | 1.3 | 1.8 | 1.6 |
| BACHELORS DEGREE (B.A., B.S.,) | 30.9 | 38.7 | 34.9 | 39.3 | 28.3 | 38.7 | 30.1 | 36.0 | 31.1 | 38.1 |
| MASTERS DEGREE (M.A., M.S.,) | 38.5 | 32.1 | 28.2 | 22.2 | 42.3 | 38.8 | 42.2 | 33.6 | 37.6 | 33.6 |
| PH.D. OR ED.D. | 16.1 | 10.2 | 7.4 | 4.5 | 20.1 | 12.0 | 18.2 | 19.8 | 18.0 | 13.6 |
| M.D., D.N.S., OR D.V.M. | 3.1 | 4.3 | 1.6 | 2.0 | 3.5 | 3.9 | 3.1 | 2.4 | 4.7 | 7.0 |
| LL.B. OR J.D. | 0.8 | 1.4 | 0.2 | 0.6 | 1.2 | 1.3 | 0.8 | 0.6 | 1.4 | 2.4 |
| B.N. | 0.4 | 0.3 | 0.4 | 0.5 | 0.4 | 0.2 | 0.4 | 0.9 | 0.4 | 0.2 |
| OTHER | 1.6 | 2.1 | 3.8 | 4.0 | 1.0 | 1.2 | 0.9 | 2.0 | 1.1 | 1.3 |
| PROBABLE MAJOR FIELD OF STUDY ** | | | | | | | | | | |
| AGRICULTURE (INCL FORESTRY) | 1.0 | 2.2 | 0.1 | 3.9 | 0.4 | 1.1 | 1.9 | 2.2 | 0.2 | 2.0 |
| BIOLOGICAL SCIENCES | 3.5 | 3.7 | 1.6 | 2.3 | 4.2 | 4.4 | 4.1 | 4.3 | 3.5 | 4.0 |
| BUSINESS | 20.3 | 16.2 | 31.2 | 27.6 | 14.5 | 10.7 | 18.6 | 21.6 | 16.8 | 12.0 |
| EDUCATION | 13.6 | 11.4 | 10.1 | 10.0 | 14.3 | 14.8 | 15.5 | 14.3 | 11.9 | 8.4 |
| ENGINEERING | 4.3 | 10.1 | 7.4 | 10.2 | 4.3 | 8.1 | 1.8 | 3.0 | 7.1 | 12.4 |
| ENGLISH | 3.0 | 3.8 | 1.2 | 2.1 | 4.4 | 5.2 | 3.3 | 2.5 | 2.5 | 3.6 |
| HEALTH PROFESSIONS (NON-M.D.,) | 7.2 | 5.2 | 13.6 | 6.8 | 6.2 | 3.9 | 4.4 | 2.1 | 9.2 | 5.4 |
| HISTORY, POLITICAL SCIENCE | 7.1 | 6.7 | 3.7 | 4.6 | 9.8 | 8.6 | 7.9 | 11.0 | 6.1 | 6.5 |
| HUMANITIES (OTHER) | 2.3 | 3.9 | 2.3 | 2.6 | 2.3 | 4.9 | 2.2 | 2.1 | 2.0 | 3.8 |
| FINE ARTS | 7.2 | 8.7 | 7.3 | 8.3 | 6.3 | 8.6 | 7.2 | 8.7 | 8.3 | 9.2 |
| MATHEMATICS OR STATISTICS | 3.7 | 4.0 | 1.4 | 1.7 | 4.6 | 5.6 | 4.4 | 2.9 | 3.5 | 4.2 |
| PHYSICAL SCIENCES | 1.8 | 2.7 | 0.5 | 1.2 | 2.5 | 3.1 | 1.9 | 1.7 | 2.1 | 3.8 |
| PRE-PROFESSIONAL | 4.4 | 6.4 | 2.9 | 4.2 | 5.0 | 5.4 | 3.6 | 4.7 | 7.9 | 9.9 |
| PSYCHOL., SOCIOLOG., ANTHROPOLOG. | 14.7 | 7.8 | 9.6 | 5.5 | 15.0 | 9.4 | 16.9 | 13.1 | 13.8 | 8.2 |
| OTHER FIELDS (TECHNICAL) | 2.4 | 2.8 | 4.1 | 4.7 | 1.6 | 2.2 | 2.3 | 2.2 | 1.7 | 1.7 |
| OTHER FIELDS (NONTECHNICAL) | 2.4 | 2.3 | 1.5 | 2.3 | 2.2 | 2.1 | 3.1 | 2.5 | 2.0 | 2.7 |
| UNDECIDED | 1.1 | 2.1 | 1.4 | 2.0 | 1.0 | 2.0 | 0.9 | 1.1 | 1.3 | 2.2 |
| PROBABLE CAREER OCCUPATION ** | | | | | | | | | | |
| ARTIST (INCL PERFORMER) | 5.2 | 5.8 | 3.9 | 5.2 | 4.4 | 5.6 | 5.8 | 8.2 | 6.0 | 6.9 |
| BUSINESSMAN | 12.3 | 11.2 | 15.9 | 15.5 | 9.1 | 8.9 | 12.1 | 19.8 | 11.6 | 10.0 |
| CLERGYMAN | 0.4 | 0.7 | 0.7 | 0.8 | 0.6 | 1.0 | 0.2 | 0.8 | 0.2 | 0.3 |
| COLLEGE TEACHER | 1.5 | 1.1 | 0.5 | 0.7 | 1.7 | 1.3 | 2.1 | 2.1 | 1.2 | 1.2 |
| DOCTOR (M.D. OR D.D.S.,) | 3.0 | 3.7 | 1.4 | 1.6 | 3.2 | 3.5 | 2.9 | 2.0 | 5.2 | 6.2 |
| EDUCATOR (SECONDARY) | 15.5 | 14.3 | 9.9 | 10.4 | 21.3 | 19.9 | 16.5 | 15.8 | 13.2 | 11.1 |
| ELEMENTARY TEACHER | 10.7 | 9.1 | 6.8 | 7.7 | 12.6 | 12.4 | 12.8 | 9.4 | 8.0 | 5.9 |
| ENGINEER | 4.1 | 8.6 | 6.3 | 7.9 | 3.4 | 6.8 | 2.1 | 3.3 | 7.0 | 11.5 |
| FARMER OR FORESTER | 0.3 | 1.7 | 0.2 | 2.8 | 0.3 | 1.1 | 0.4 | 1.4 | 0.1 | 1.5 |
| HEALTH PROFESSIONAL (NON-M.D.,) | 4.5 | 4.0 | 4.0 | 4.2 | 3.8 | 3.3 | 4.8 | 3.0 | 5.1 | 4.8 |
| LAWYER | 3.3 | 3.4 | 1.8 | 1.9 | 3.8 | 3.3 | 3.4 | 3.6 | 4.6 | 5.0 |
| NURSE | 4.3 | 2.6 | 10.3 | 4.0 | 3.9 | 1.8 | 1.9 | 0.5 | 4.9 | 2.6 |
| RESEARCH SCIENTIST | 2.2 | 2.9 | 0.9 | 1.2 | 3.2 | 3.1 | 2.4 | 3.5 | 2.4 | 4.3 |
| OTHER CHOICE | 26.2 | 19.4 | 31.5 | 26.1 | 21.6 | 16.5 | 26.4 | 21.5 | 23.4 | 16.4 |
| UNDECIDED | 6.5 | 11.3 | 6.2 | 10.1 | 7.1 | 11.4 | 6.2 | 5.3 | 6.9 | 12.3 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: ALL FRESHMEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-year Colleges | | Predominantly White Four-year Colleges | | Predominantly Negro Four-year Colleges | | Predominantly White Universities | |
|------------------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| NUMBER OF APPLICATIONS TO OTHER COLLEGES ** | | | | | | | | | | |
| NONE | 44.1 | 51.0 | 59.0 | 63.3 | 33.5 | 41.6 | 45.9 | 42.6 | 50.1 | |
| ONE | 21.3 | 20.1 | 17.7 | 18.0 | 21.9 | 21.7 | 19.2 | 21.3 | 20.4 | |
| TWO | 17.4 | 13.7 | 10.9 | 9.8 | 19.9 | 16.8 | 15.3 | 17.2 | 13.7 | |
| THREE | 9.6 | 8.2 | 6.4 | 4.9 | 12.5 | 10.7 | 11.2 | 10.6 | 8.2 | |
| FOUR | 4.2 | 3.8 | 2.6 | 1.8 | 6.7 | 5.0 | 3.6 | 4.4 | 4.1 | |
| FIVE | 1.9 | 1.9 | 1.7 | 0.9 | 3.2 | 2.4 | 3.3 | 2.0 | 2.1 | |
| SIX OR MORE | 1.5 | 1.3 | 1.6 | 0.8 | 2.2 | 1.7 | 1.4 | 1.7 | 1.4 | |
| NUMBER OF ACCEPTANCES BY OTHER COLLEGES ** | | | | | | | | | | |
| NONE | 32.4 | 45.6 | 47.9 | 60.2 | 23.3 | 37.5 | 33.7 | 31.4 | 44.5 | |
| ONE | 32.7 | 28.7 | 31.5 | 26.3 | 35.3 | 30.4 | 30.2 | 31.9 | 28.3 | |
| TWO | 22.2 | 16.1 | 14.3 | 9.9 | 15.1 | 11.7 | 22.8 | 21.3 | 16.4 | |
| THREE | 8.1 | 6.6 | 4.3 | 2.7 | 1.1 | 1.1 | 9.0 | 9.8 | 7.3 | |
| FOUR | 2.8 | 2.0 | 1.0 | 0.6 | 0.6 | 0.6 | 2.4 | 3.8 | 2.4 | |
| FIVE | 1.0 | 0.6 | 0.2 | 0.2 | 0.2 | 0.5 | 0.7 | 0.9 | 0.8 | |
| SIX OR MORE | 0.8 | 0.4 | 0.7 | 0.2 | 1.1 | 0.5 | 1.2 | 0.8 | 0.5 | |
| MAJOR INFLUENCES IN DECIDING ** | | | | | | | | | | |
| TO ATTEND THIS COLLEGE | 53.7 | 47.7 | 46.7 | 49.8 | 48.9 | 47.5 | 46.0 | 51.1 | 46.0 | |
| PARENT OR OTHER RELATIVE | 32.9 | 22.0 | 32.3 | 23.1 | 35.8 | 24.2 | 25.7 | 33.8 | 18.1 | |
| H.S. TEACHER OR COUNSELOR | 15.2 | 15.2 | 13.8 | 13.8 | 11.0 | 15.4 | 17.7 | 11.9 | 16.2 | |
| FRIENDS ATTENDING THIS COLLEGE | 16.7 | 11.9 | 11.0 | 9.1 | 18.8 | 14.9 | 16.5 | 13.3 | 11.0 | |
| GRAD OR OTHER COLLEGE REP | 10.4 | 4.4 | 13.9 | 5.5 | 10.4 | 4.1 | 5.0 | 11.8 | 3.6 | |
| COUNSELING OR PLACEMENT SERVICE | 9.4 | 5.8 | 14.5 | 5.1 | 11.3 | 7.1 | 9.2 | 6.5 | 5.1 | |
| ATHLETIC PROGRAM OF THE COLLEGE | 6.4 | 4.6 | 5.4 | 2.7 | 6.0 | 4.9 | 4.2 | 8.7 | 6.2 | |
| OTHER EXTRACURRICULAR ACTIVITIES | 9.1 | 7.6 | 7.9 | 4.9 | 9.0 | 8.0 | 7.5 | 6.5 | 9.8 | |
| SOCIAL LIFE OF THE COLLEGE | 14.1 | 14.7 | 6.3 | 5.6 | 19.2 | 17.6 | 13.9 | 16.0 | 20.0 | |
| CHANCE TO LIVE AWAY FROM HOME | 21.2 | 24.8 | 29.9 | 32.8 | 19.6 | 20.8 | 29.3 | 21.6 | 21.6 | |
| LOW COST | 39.6 | 43.4 | 23.9 | 22.8 | 48.7 | 50.1 | 27.2 | 56.9 | 55.7 | |
| ACADEMIC REPUTATION OF THE COLL | 5.5 | 9.0 | 5.8 | 8.6 | 5.2 | 10.7 | 6.5 | 2.8 | 7.3 | |
| MOST STUDENTS ARE LIKE ME | 5.6 | 5.6 | 5.4 | 4.7 | 7.5 | 8.9 | 2.6 | 1.9 | 2.3 | |
| RELIGIOUS AFFILIATION | | | | | | | | | | |
| WHILE GROWING UP, I LIVED | | | | | | | | | | |
| ON A FARM | 8.7 | 10.3 | 6.8 | 13.3 | 3.2 | 9.8 | 12.3 | 2.1 | 8.1 | |
| IN A SMALL TOWN | 19.2 | 20.0 | 17.6 | 21.5 | 18.9 | 22.0 | 18.8 | 8.4 | 16.0 | |
| IN A MODERATE SIZE TOWN OR CITY | 33.2 | 33.0 | 36.5 | 36.3 | 26.5 | 32.2 | 34.6 | 27.3 | 30.6 | |
| IN A SUBURB OF A LARGE CITY | 8.1 | 23.3 | 8.6 | 16.6 | 7.8 | 23.4 | 11.1 | 9.9 | 30.1 | |
| IN A LARGE CITY | 30.9 | 13.3 | 30.4 | 12.3 | 43.5 | 12.6 | 23.2 | 52.3 | 15.3 | |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: ALL FRESHMEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-year Colleges | | Predominantly White Four-year Colleges | | Predominantly Negro Four-year Colleges | | Predominantly White Universities | |
|-------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| REGION OF HOME STATE (1) | | | | | | | | | | |
| MIDDLE STATES | ** | 20.9 | 25.2 | 42.2 | 29.0 | 22.4 | 32.7 | 13.8 | 8.7 | 11.5 |
| NEW ENGLAND | | 1.7 | 6.6 | 1.3 | 4.5 | 1.6 | 6.9 | 0.5 | 5.1 | 8.1 |
| NORTH CENTRAL | | 30.7 | 37.8 | 18.3 | 28.8 | 51.5 | 37.8 | 23.2 | 43.4 | 46.8 |
| NORTHWEST | | 0.2 | 2.2 | 0.1 | 0.1 | 0.6 | 2.5 | 0.1 | 0.2 | 3.9 |
| SOUTHERN | | 42.5 | 17.5 | 28.0 | 20.9 | 18.7 | 11.4 | 61.8 | 39.4 | 22.3 |
| WESTERN | | 3.4 | 10.1 | 9.1 | 16.1 | 4.4 | 7.8 | 0.3 | 2.9 | 6.8 |
| FOREIGN | | 0.5 | 0.7 | 1.0 | 0.5 | 0.4 | 0.8 | 0.1 | 0.3 | 0.6 |
| FATHERS EDUCATION | | | | | | | | | | |
| GRAMMAR SCHOOL OR LESS | ** | 24.8 | 9.6 | 27.0 | 14.1 | 20.5 | 8.2 | 27.4 | 19.8 | 6.8 |
| SOME HIGH SCHOOL | | 30.6 | 16.4 | 32.4 | 23.0 | 25.2 | 15.2 | 31.8 | 30.1 | 11.2 |
| HIGH SCHOOL GRADUATE | | 24.3 | 30.4 | 25.8 | 33.6 | 27.3 | 30.3 | 21.7 | 25.4 | 27.4 |
| SOME COLLEGE | | 10.6 | 18.3 | 9.0 | 15.8 | 13.7 | 18.7 | 9.3 | 13.0 | 20.2 |
| COLLEGE DEGREE | | 6.1 | 16.5 | 4.9 | 10.4 | 7.4 | 17.3 | 5.7 | 7.2 | 21.8 |
| POSTGRADUATE DEGREE | | 3.6 | 8.8 | 0.9 | 3.2 | 5.2 | 10.3 | 4.1 | 4.5 | 12.6 |
| MOTHERS EDUCATION | | | | | | | | | | |
| GRAMMAR SCHOOL OR LESS | ** | 13.4 | 6.2 | 16.0 | 9.4 | 10.6 | 5.0 | 14.0 | 11.6 | 4.4 |
| SOME HIGH SCHOOL | | 33.2 | 14.0 | 37.5 | 20.4 | 27.5 | 12.3 | 34.9 | 28.9 | 9.8 |
| HIGH SCHOOL GRADUATE | | 30.7 | 44.2 | 32.5 | 45.9 | 34.4 | 44.5 | 27.8 | 32.1 | 41.9 |
| SOME COLLEGE | | 12.2 | 19.2 | 10.3 | 14.8 | 15.1 | 20.0 | 10.9 | 15.0 | 22.5 |
| COLLEGE DEGREE | | 7.6 | 13.9 | 3.0 | 8.3 | 8.6 | 15.3 | 9.1 | 8.6 | 18.0 |
| POSTGRADUATE DEGREE | | 2.9 | 2.5 | 0.7 | 1.2 | 3.4 | 2.9 | 3.2 | 3.7 | 3.4 |
| RELIGIOUS BACKGROUND | | | | | | | | | | |
| PROTESTANT | ** | 52.1 | 51.5 | 47.6 | 49.4 | 53.9 | 51.4 | 52.8 | 53.7 | 54.1 |
| ROMAN CATHOLIC | | 10.2 | 34.6 | 10.7 | 36.9 | 11.6 | 35.6 | 5.2 | 21.1 | 30.7 |
| JEWISH | | 0.1 | 5.3 | 0.1 | 2.1 | 0.0 | 5.4 | 0.1 | 0.1 | 8.3 |
| OTHER | | 35.5 | 6.2 | 38.3 | 8.8 | 32.7 | 5.5 | 40.0 | 23.7 | 4.5 |
| NONE | | 2.1 | 2.4 | 3.3 | 2.8 | 1.4 | 2.1 | 1.9 | 1.4 | 2.4 |
| PRESENT RELIGIOUS PREFERENCE | | | | | | | | | | |
| PROTESTANT | ** | 47.2 | 45.8 | 43.2 | 44.9 | 46.4 | 46.0 | 49.8 | 45.9 | 46.8 |
| ROMAN CATHOLIC | | 12.8 | 32.3 | 12.2 | 35.0 | 14.6 | 33.3 | 8.2 | 23.2 | 28.2 |
| JEWISH | | 0.2 | 4.6 | 0.2 | 2.0 | 0.0 | 4.6 | 0.1 | 0.4 | 7.2 |
| OTHER | | 34.2 | 7.4 | 38.1 | 9.7 | 31.3 | 6.7 | 38.2 | 22.4 | 6.0 |
| NONE | | 5.7 | 9.8 | 6.4 | 8.4 | 7.6 | 9.4 | 3.6 | 8.1 | 11.8 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.

(1)

States have been grouped according to the areas defined by the six regional accrediting associations.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: ALL FRESHMEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-year Colleges | | Predominantly White Four-year Colleges | | Predominantly Negro Four-year Colleges | | Predominantly White Universities | |
|------------------------------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| FATHERS OCCUPATION ** | | | | | | | | | | |
| ARTIST (INCL PERFORMER) | 0.8 | 0.8 | 1.2 | 0.7 | 0.6 | 0.8 | 0.7 | 0.8 | 1.0 | 1.0 |
| BUSINESSMAN | 5.8 | 31.5 | 5.7 | 25.5 | 7.3 | 32.7 | 4.9 | 17.2 | 7.6 | 35.8 |
| CLERGYMAN | 1.9 | 0.8 | 1.3 | 0.6 | 2.1 | 1.1 | 2.2 | 1.3 | 1.5 | 0.6 |
| COLLEGE TEACHER | 0.3 | 0.7 | 0.1 | 0.2 | 0.5 | 0.8 | 0.3 | 0.2 | 0.3 | 1.0 |
| DOCTOR (M.D. OR D.D.S.) | 0.8 | 2.1 | 0.7 | 0.7 | 1.1 | 2.3 | 0.8 | 0.9 | 1.3 | 3.2 |
| EDUCATOR (SECONDARY) | 2.2 | 1.9 | 0.7 | 1.2 | 2.5 | 2.3 | 2.9 | 1.6 | 2.2 | 2.1 |
| ELEMENTARY TEACHER | 0.6 | 0.3 | 0.2 | 0.2 | 1.0 | 0.3 | 0.7 | 1.6 | 0.5 | 0.3 |
| ENGINEER | 2.0 | 7.2 | 2.5 | 5.6 | 2.9 | 7.2 | 1.4 | 2.4 | 1.8 | 9.0 |
| FARMER OR FORESTER | 5.3 | 6.7 | 3.7 | 8.6 | 1.7 | 6.1 | 9.2 | 7.1 | 1.3 | 5.4 |
| HEALTH PROFESSIONAL (NON-M.D.) | 0.9 | 1.1 | 1.3 | 0.9 | 1.0 | 1.0 | 0.6 | 1.1 | 0.8 | 1.3 |
| LAWYER | 0.4 | 1.2 | 0.2 | 0.4 | 0.4 | 1.4 | 0.3 | 0.0 | 0.8 | 1.8 |
| MILITARY CAREER | 2.0 | 1.5 | 2.4 | 1.0 | 2.0 | 1.6 | 1.7 | 5.8 | 2.2 | 2.0 |
| RESEARCH SCIENTIST | 0.2 | 0.6 | 0.2 | 0.3 | 0.1 | 0.6 | 0.1 | 0.9 | 0.4 | 0.9 |
| SKILLED WORKER | 13.1 | 13.0 | 13.2 | 16.0 | 14.6 | 12.3 | 11.9 | 18.2 | 14.4 | 10.8 |
| SEMI-SKILLED WORKER | 18.7 | 8.2 | 19.1 | 11.1 | 18.5 | 7.9 | 17.9 | 14.2 | 21.1 | 5.7 |
| UNSKILLED WORKER | 16.5 | 3.5 | 17.9 | 5.2 | 14.6 | 3.2 | 16.5 | 4.3 | 16.7 | 2.1 |
| UNEMPLOYED | 4.4 | 1.0 | 4.5 | 1.2 | 4.5 | 0.9 | 4.6 | 2.2 | 3.3 | 0.8 |
| OTHER | 24.1 | 18.0 | 25.8 | 20.5 | 24.8 | 17.4 | 23.4 | 20.4 | 23.0 | 16.3 |
| ESTIMATED PARENTAL INCOME (2) ** | | | | | | | | | | |
| LESS THAN \$4,000 | 30.7 | 4.8 | 27.4 | 6.6 | 26.6 | 4.4 | 37.6 | 17.1 | 25.7 | 3.4 |
| \$4,000 - \$5,999 | 24.8 | 9.4 | 28.9 | 12.8 | 22.1 | 8.7 | 24.6 | 19.8 | 23.3 | 7.0 |
| \$6,000 - \$7,999 | 17.0 | 15.4 | 18.9 | 19.3 | 18.7 | 14.9 | 14.1 | 16.9 | 20.7 | 12.1 |
| \$8,000 - \$9,999 | 10.5 | 17.3 | 10.4 | 18.9 | 11.2 | 17.3 | 9.2 | 16.4 | 13.4 | 15.6 |
| \$10,000 - \$14,999 | 10.7 | 28.2 | 9.7 | 26.0 | 13.6 | 28.6 | 8.6 | 19.5 | 14.1 | 29.8 |
| \$15,000 - \$19,999 | 3.8 | 11.7 | 3.4 | 9.1 | 4.4 | 12.1 | 3.3 | 6.6 | 4.8 | 13.8 |
| \$20,000 - \$24,999 | 1.4 | 5.5 | 0.9 | 3.5 | 1.4 | 5.6 | 1.5 | 1.9 | 1.4 | 7.4 |
| \$25,000 - \$29,999 | 0.5 | 2.7 | 0.1 | 1.5 | 0.7 | 2.9 | 0.5 | 0.4 | 0.6 | 3.6 |
| \$30,000 OR MORE | 0.6 | 5.0 | 0.4 | 2.4 | 1.0 | 5.3 | 0.5 | 1.3 | 0.8 | 7.2 |
| MAJOR SOURCES OF FINANCIAL SUPPORT DURING FRESHMAN YEAR ** | | | | | | | | | | |
| PERSONAL SAVINGS OR EMPLOYMENT | 16.5 | 28.3 | 31.4 | 38.9 | 14.8 | 23.1 | 14.2 | 27.8 | 15.9 | 24.1 |
| PARENTAL OR FAMILY AID | 30.7 | 53.4 | 25.4 | 44.3 | 27.0 | 54.0 | 31.7 | 32.6 | 39.2 | 61.6 |
| REPAYABLE LOAN | 25.7 | 12.8 | 14.1 | 8.7 | 28.1 | 17.5 | 33.8 | 16.8 | 17.5 | 10.9 |
| SCHOLARSHIP/GRANT/OR OTHER GIFT | 36.0 | 17.1 | 28.9 | 11.0 | 52.3 | 21.9 | 31.8 | 33.9 | 39.6 | 17.5 |
| CONCERN ABOUT FINANCING EDUC ** | | | | | | | | | | |
| NONE | 21.0 | 36.1 | 27.3 | 38.8 | 18.1 | 34.3 | 19.2 | 29.1 | 20.1 | 35.5 |
| SOME CONCERN | 58.4 | 56.2 | 55.9 | 53.8 | 60.1 | 57.7 | 57.9 | 56.5 | 61.6 | 56.8 |
| MAJOR CONCERN | 20.6 | 7.7 | 16.9 | 7.4 | 21.8 | 8.0 | 23.0 | 14.3 | 18.4 | 7.7 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.

(2) Reported estimate of total income of parental family last year (all sources before taxes).

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: ALL FRESHMEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-year Colleges | | Predominantly White Four-year Colleges | | Predominantly Negro Four-year Colleges | | Predominantly White Universities | |
|----------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| OBJECTIVES CONSIDERED TO BE ** | | | | | | | | | | |
| ESSENTIAL OR VERY IMPORTANT | | | | | | | | | | |
| ACHIEVE IN A PERFORMING ART | 12.1 | 8.6 | 10.6 | 7.5 | 11.3 | 9.5 | 13.7 | 13.3 | 10.8 | 8.8 |
| BE AN AUTHORITY IN MY FIELD | 67.5 | 57.7 | 57.1 | 53.8 | 69.7 | 58.7 | 69.5 | 45.7 | 69.4 | 60.5 |
| OBTAIN RECOGNITION FROM PEERS | 49.5 | 36.2 | 46.1 | 32.9 | 46.5 | 36.9 | 46.5 | 46.6 | 48.0 | 38.5 |
| PERFORM OR COMPOSE MUSIC | 7.8 | 6.5 | 7.5 | 5.6 | 8.5 | 7.0 | 8.5 | 8.1 | 6.4 | 6.7 |
| BE AN EXPERT IN FINANCE | 15.1 | 9.9 | 15.9 | 11.9 | 11.5 | 8.4 | 11.5 | 18.9 | 12.4 | 9.8 |
| BE ADMINISTRATIVELY RESPONSIBLE | 30.1 | 22.1 | 33.5 | 23.3 | 26.3 | 21.2 | 26.3 | 33.4 | 28.5 | 22.0 |
| BE VERY WELL-OFF FINANCIALLY | 51.2 | 40.2 | 51.6 | 43.7 | 49.5 | 36.7 | 49.5 | 50.1 | 50.5 | 41.1 |
| HELP OTHERS IN DIFFICULTY | 68.5 | 58.3 | 61.6 | 54.6 | 71.5 | 62.0 | 71.5 | 68.9 | 68.0 | 57.4 |
| JOIN THE PEACE CORPS OR VISTA | 19.3 | 18.3 | 16.9 | 15.1 | 21.3 | 20.7 | 21.3 | 19.3 | 18.9 | 18.5 |
| BECOME AN OUTSTANDING ATHLETE | 16.2 | 11.5 | 25.4 | 12.4 | 17.1 | 12.7 | 17.1 | 18.9 | 11.2 | 9.0 |
| BECOME A COMMUNITY LEADER | 30.7 | 20.5 | 26.8 | 16.7 | 30.6 | 22.2 | 30.6 | 32.7 | 30.0 | 22.0 |
| CONTRIBUTE TO SCIENTIFIC THEORY | 13.5 | 10.4 | 11.3 | 7.6 | 13.0 | 10.2 | 13.0 | 11.9 | 15.7 | 13.4 |
| WRITE ORIGINAL WORKS | 12.8 | 12.8 | 11.5 | 8.7 | 14.1 | 14.2 | 14.1 | 16.3 | 13.1 | 14.9 |
| NOT BE OBLIGATED TO PEOPLE | 30.8 | 23.1 | 28.7 | 23.8 | 30.9 | 22.7 | 30.9 | 30.7 | 31.5 | 23.0 |
| CREATE WORKS OF ART | 10.8 | 13.7 | 11.6 | 12.6 | 9.5 | 13.9 | 9.5 | 15.1 | 10.9 | 14.5 |
| KEEP UP WITH POLITICAL AFFAIRS | 49.4 | 51.8 | 39.0 | 43.3 | 47.0 | 54.7 | 47.0 | 50.9 | 47.5 | 56.7 |
| SUCCESS IN MY OWN BUSINESS | 53.2 | 44.5 | 51.0 | 49.7 | 44.0 | 40.4 | 44.0 | 52.9 | 49.4 | 44.5 |
| DEVELOP A PHILOSOPHY OF LIFE | 82.4 | 82.5 | 74.3 | 76.8 | 83.5 | 85.3 | 83.5 | 84.1 | 85.5 | 84.7 |
| STUDENTS ESTIMATE CHANCES ARE ** | | | | | | | | | | |
| VERY GOOD THAT THEY WILL | | | | | | | | | | |
| GET MARRIED WHILE IN COLLEGE | 5.3 | 6.7 | 4.7 | 6.8 | 5.4 | 6.5 | 5.4 | 9.2 | 6.6 | 6.9 |
| MARRY WITHIN A YEAR AFTER COLL | 15.4 | 19.4 | 11.7 | 17.3 | 17.1 | 20.8 | 17.1 | 18.7 | 14.2 | 19.8 |
| OBTAIN AVG GRD OF A- OR HIGHER | 4.2 | 2.6 | 5.6 | 2.3 | 3.0 | 2.3 | 3.0 | 4.6 | 3.4 | 3.4 |
| CHANGE MAJOR FIELD | 11.4 | 14.7 | 7.7 | 9.7 | 12.6 | 16.1 | 12.6 | 12.7 | 12.5 | 18.1 |
| FAIL ONE OR MORE COURSES | 9.9 | 15.8 | 7.5 | 10.9 | 11.1 | 17.1 | 11.1 | 10.3 | 11.6 | 18.9 |
| GRADUATE WITH HONORS | 1.8 | 1.9 | 1.2 | 1.6 | 2.4 | 2.1 | 2.4 | 4.0 | 2.0 | 2.0 |
| BE ELECTED TO A STUDENT OFFICE | 6.2 | 3.6 | 6.5 | 2.5 | 4.5 | 3.6 | 4.5 | 8.6 | 5.7 | 4.7 |
| JOIN SOCIAL FRAT OR SORORITY | 4.7 | 1.9 | 3.1 | 1.2 | 5.5 | 2.2 | 5.5 | 6.8 | 4.1 | 2.3 |
| AUTHOR A PUBLISHED ARTICLE | 28.4 | 26.6 | 22.3 | 19.4 | 30.6 | 29.1 | 30.6 | 21.2 | 25.5 | 30.7 |
| BE ELECTED TO AN HONOR SOCIETY | 4.2 | 4.5 | 3.1 | 2.6 | 4.4 | 5.3 | 4.4 | 6.7 | 6.1 | 5.6 |
| PARTICIPATE IN DEMONSTRATIONS | 3.5 | 2.5 | 2.5 | 1.1 | 2.3 | 2.7 | 2.3 | 4.3 | 3.7 | 3.8 |
| DROP OUT TEMPORARILY | 6.5 | 4.0 | 4.6 | 3.0 | 7.4 | 4.5 | 7.4 | 13.0 | 6.9 | 4.4 |
| DROP OUT PERMANENTLY | 0.7 | 0.9 | 0.8 | 0.9 | 0.7 | 1.0 | 0.7 | 0.7 | 0.7 | 0.9 |
| TRANSFER TO ANOTHER COLLEGE | 0.5 | 0.5 | 0.5 | 0.5 | 0.8 | 0.6 | 0.8 | 0.4 | 0.4 | 0.4 |
| | 8.5 | 12.4 | 10.7 | 16.8 | 9.5 | 11.5 | 9.5 | 17.5 | 7.0 | 8.9 |

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WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: ALL FRESHMEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-year Colleges | | Predominantly White Four-year Colleges | | Predominantly Negro Four-year Colleges | | Predominantly White Universities | |
|------------------------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| STUDY HABITS (ALWAYS OR USUALLY) DURING PAST YEAR | | | | | | | | | | |
| TURNED IN ASSIGNED WORK ON TIME | 94.0 | 96.6 | 90.8 | 95.4 | 94.9 | 97.1 | 95.1 | 94.2 | 94.4 | 97.3 |
| HAD TROUBLE CONCENTRATING | 11.3 | 11.2 | 12.9 | 15.0 | 12.2 | 9.9 | 10.9 | 12.5 | 9.4 | 9.2 |
| KEPT STUDY PLACE NEAT | 79.0 | 72.0 | 84.7 | 77.9 | 71.3 | 70.4 | 80.2 | 77.1 | 76.5 | 68.2 |
| WAS TOO BORED TO STUDY | 5.3 | 7.8 | 7.3 | 8.9 | 5.8 | 6.9 | 4.5 | 6.6 | 4.4 | 7.7 |
| OUTLINED READING ASSIGNMENT | 46.3 | 26.9 | 45.3 | 28.7 | 40.8 | 26.7 | 50.2 | 44.6 | 43.5 | 25.4 |
| MADE CARELESS MISTAKES ON TEST | 15.8 | 11.9 | 16.9 | 13.5 | 16.7 | 11.6 | 15.9 | 14.7 | 12.8 | 10.8 |
| DID HOMEWORK EVERY DAY | 35.5 | 49.7 | 32.7 | 43.3 | 35.6 | 53.4 | 35.2 | 36.8 | 39.6 | 51.4 |
| STUDIED ALONE | 82.2 | 91.9 | 77.7 | 89.8 | 88.1 | 92.4 | 80.0 | 83.9 | 88.0 | 93.2 |
| PUT OFF STARTING HOMEWORK | 12.9 | 20.9 | 13.5 | 21.0 | 16.1 | 20.1 | 10.6 | 17.3 | 14.0 | 21.7 |
| GOT EXAM JITTERS | 29.5 | 24.7 | 33.7 | 29.9 | 29.5 | 24.6 | 28.6 | 24.6 | 26.2 | 19.6 |
| FELL ASLEEP WHILE STUDYING | 5.8 | 3.5 | 6.1 | 3.8 | 6.0 | 3.4 | 5.8 | 4.2 | 5.4 | 3.3 |
| MEMORIZED WITHOUT UNDERSTANDING | 10.3 | 6.8 | 11.2 | 9.5 | 10.9 | 6.1 | 10.5 | 9.9 | 7.8 | 5.0 |
| FAILED TO COMPLETE ASSIGNMENT | 6.3 | 3.2 | 7.0 | 4.4 | 5.5 | 2.8 | 7.1 | 6.7 | 4.0 | 2.4 |
| SHARED NOTES WITH OTHER STUDENTS | 35.4 | 23.9 | 30.5 | 25.1 | 32.5 | 24.0 | 40.5 | 39.9 | 32.2 | 22.5 |
| CHECKED WORK BEFORE SUBMITTING | 85.4 | 79.2 | 81.1 | 75.1 | 84.4 | 81.2 | 88.0 | 76.5 | 85.7 | 80.8 |
| DID WORK FOR EXTRA CREDIT | 28.6 | 15.3 | 25.7 | 15.7 | 29.6 | 15.0 | 30.0 | 24.8 | 27.9 | 15.3 |
| MADE UP AND TOOK OWN TEST | 18.3 | 7.4 | 17.9 | 8.2 | 16.8 | 7.5 | 19.6 | 15.3 | 17.4 | 6.6 |
| DAY DREAMED WHILE STUDYING | 8.2 | 13.8 | 9.2 | 12.9 | 9.9 | 13.9 | 6.9 | 12.5 | 8.2 | 14.4 |
| RECO LOWER GRADE THAN DESERVED | 4.6 | 2.5 | 5.2 | 3.3 | 5.2 | 2.1 | 4.3 | 5.8 | 3.6 | 2.1 |
| INCLUDED MINOR DETAILS IN NOTES | 34.0 | 27.4 | 34.1 | 27.6 | 31.5 | 27.4 | 35.5 | 31.4 | 32.7 | 27.2 |
| WASTED TIME IN HALL SESSIONS | 8.8 | 13.5 | 9.4 | 15.8 | 9.7 | 12.9 | 8.9 | 15.1 | 6.9 | 11.9 |
| ANALYZED OWN MISTAKES | 67.2 | 60.2 | 64.7 | 52.5 | 67.0 | 62.7 | 68.0 | 58.2 | 68.5 | 64.7 |
| READ TABLES CHARTS CAREFULLY | 57.8 | 53.2 | 55.3 | 48.9 | 56.1 | 54.3 | 59.4 | 56.7 | 59.2 | 56.0 |
| STUDIED WITH RADIO ON | 20.2 | 20.7 | 20.8 | 21.1 | 20.8 | 20.4 | 19.6 | 23.8 | 20.0 | 20.7 |
| STUDIED WITH T.V. ON | 11.3 | 6.0 | 10.4 | 7.3 | 10.2 | 5.4 | 12.1 | 12.0 | 12.0 | 5.3 |
| CLARIFIED WORK WITH INSTRUCTOR | 59.1 | 44.3 | 50.1 | 40.9 | 61.3 | 46.1 | 62.3 | 59.3 | 59.9 | 45.5 |
| AGREE STRONGLY OR SOMEWHAT | | | | | | | | | | |
| STUDENT DESIGN OF CURRICULUM | 90.7 | 89.7 | 88.2 | 90.2 | 91.1 | 88.9 | 91.1 | 92.2 | 92.0 | 90.2 |
| PUBLISH ALL SCIENCE FINDINGS ** | 54.7 | 54.2 | 56.9 | 53.4 | 51.6 | 53.8 | 55.7 | 57.2 | 52.6 | 55.5 |
| INDIVIDUAL CANNOT CHANGE SOCIETY | 34.9 | 31.9 | 40.6 | 33.7 | 33.4 | 31.1 | 34.5 | 31.1 | 30.3 | 31.1 |
| COLL CONTROL STUDT BEHAV OFF CAMP | 36.5 | 22.5 | 36.5 | 23.1 | 30.2 | 24.9 | 42.3 | 31.4 | 27.7 | 19.0 |
| RENEFIT OF COLLEGE IS MONETARY** | 70.7 | 57.1 | 75.9 | 68.9 | 65.1 | 52.0 | 73.3 | 67.5 | 63.7 | 51.7 |
| RASE FACULTY PAY ON STDT EVAL ** | 60.6 | 63.3 | 62.6 | 61.1 | 56.7 | 63.0 | 61.7 | 61.9 | 59.2 | 65.9 |
| MY BELIEFS ARE SIMILAR TO OTHERS ** | 60.8 | 70.4 | 62.0 | 72.1 | 58.0 | 71.0 | 62.3 | 62.2 | 58.7 | 68.1 |
| REGULATE STUDENT PUBLICATIONS ** | 68.7 | 55.7 | 73.2 | 54.3 | 58.7 | 54.4 | 74.0 | 59.5 | 60.1 | 48.9 |
| MARIJUANA SHOULD BE LEGALIZED | 17.5 | 19.5 | 20.7 | 17.0 | 18.7 | 18.8 | 15.7 | 30.1 | 16.5 | 22.9 |
| LIMIT CARS TO REDUCE AIR POLLUT | 43.3 | 45.5 | 46.9 | 44.1 | 43.4 | 46.2 | 42.2 | 50.0 | 41.1 | 45.9 |
| URBAN PROBS REQUIRE MUCH MONEY | 66.1 | 49.9 | 67.0 | 50.2 | 67.1 | 50.6 | 65.4 | 61.8 | 65.7 | 48.6 |
| OUTLAW CIGARETTE ADVERTISING | 36.9 | 41.3 | 39.4 | 41.3 | 36.0 | 42.8 | 37.9 | 38.3 | 32.5 | 39.5 |
| COLLGEF HAS RIGHT TO BAN SPKR ** | 32.1 | 31.7 | 37.3 | 36.9 | 25.7 | 30.6 | 34.7 | 33.3 | 26.1 | 28.0 |
| ARMY SHOULD BE VOLUNTARY | 42.7 | 36.6 | 43.1 | 34.4 | 42.4 | 36.5 | 43.5 | 49.3 | 39.7 | 39.0 |
| GIVE DISADVANTAGED PREF INTMNT** | 61.9 | 40.5 | 64.1 | 45.7 | 61.9 | 39.0 | 61.0 | 62.6 | 61.5 | 37.0 |
| COLL TOO LAX ON STDT PROTEST ** | 39.9 | 55.3 | 46.7 | 58.9 | 34.5 | 55.1 | 41.3 | 45.3 | 33.9 | 52.2 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: ALL FRESHMEN
(FALL, 1968)

| Item | All Institutions | | Predominantly White Two-year Colleges | | Predominantly White Four-year Colleges | | Predominantly Negro Four-year Colleges | | Predominantly White Universities | |
|--------------------------------------------------------------------|------------------|----------|------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------------|----------|-------------------------------------|----------|
| | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack | Black | Nonblack |
| PERCENTAGE OF STUDENTS REPORTING THAT DURING THE PAST YEAR THEY | | | | | | | | | | |
| VOTED IN STUDENT ELECTION (3) | **75.4 | 77.0 | 63.6 | 73.1 | 77.4 | 78.4 | 79.1 | 77.9 | 78.8 | 79.0 |
| CAME LATE TO CLASS | **62.4 | 53.1 | 63.1 | 53.9 | 61.5 | 52.9 | 61.6 | 42.2 | 64.2 | 52.4 |
| PLAYED A MUSICAL INSTRUMENT | **34.6 | 40.0 | 29.3 | 33.7 | 37.2 | 42.7 | 35.6 | 34.6 | 36.1 | 42.7 |
| STUDIED IN THE LIBRARY (3) | **42.2 | 32.7 | 33.7 | 31.8 | 41.3 | 33.4 | 47.9 | 42.8 | 39.9 | 32.7 |
| CH-CKED OUT A LIBRARY BOOK (3) | **52.9 | 50.1 | 44.4 | 46.6 | 55.6 | 52.8 | 56.6 | 53.1 | 51.6 | 50.3 |
| ARRANGED DATE FOR ANOTHER STDY | **43.5 | 50.2 | 41.1 | 52.7 | 39.9 | 48.2 | 47.0 | 53.2 | 41.3 | 50.3 |
| OVERSLPT AND MISSED A CLASS | **22.3 | 18.6 | 25.8 | 20.9 | 24.8 | 17.9 | 19.5 | 29.3 | 22.6 | 17.2 |
| TYPED A HOMEWORK ASSIGNMENT(3) | **24.0 | 20.3 | 17.1 | 17.3 | 25.0 | 21.0 | 25.8 | 23.8 | 27.0 | 22.2 |
| DISCUSSED FUTURE WITH PARENTS | 42.7 | 38.2 | 39.4 | 36.6 | 42.0 | 39.9 | 43.8 | 39.7 | 45.1 | 37.8 |
| WAS LATE WITH HOMEWORK ASSGNT | **64.5 | 61.1 | 66.8 | 65.7 | 68.1 | 59.7 | 61.6 | 72.3 | 64.6 | 58.2 |
| ARGUED WITH TEACHER IN CLASS | **30.0 | 52.1 | 29.8 | 44.2 | 35.6 | 54.3 | 26.0 | 44.6 | 34.2 | 57.2 |
| ATTENDED RELIGIOUS SERVICE | 93.7 | 90.9 | 89.4 | 89.4 | 93.1 | 92.1 | 96.6 | 93.3 | 92.1 | 90.7 |
| PROTESTED AGAINST VIETNAM WAR | 6.7 | 4.5 | 8.9 | 3.4 | 7.2 | 5.0 | 6.0 | 9.6 | 4.9 | 4.7 |
| PROTESTED AGAINST RACIAL DISCRIM | 50.3 | 5.7 | 31.4 | 4.1 | 35.3 | 6.5 | 26.6 | 33.0 | 32.5 | 6.2 |
| PROTESTED AGAINST SCHOOL ADMIN | 26.0 | 15.5 | 20.7 | 13.3 | 30.1 | 16.6 | 26.5 | 28.7 | 26.6 | 16.3 |
| DID EXTRA READING FOR CLASS(3) | **17.6 | 10.7 | 14.9 | 8.5 | 16.9 | 11.4 | 18.7 | 18.5 | 19.1 | 12.0 |
| TOOK SLEEPING PILLS | **4.5 | 5.8 | 5.2 | 6.0 | 4.5 | 5.6 | 4.2 | 5.8 | 4.4 | 5.9 |
| TUTORED ANOTHER STUDENT | **50.1 | 46.3 | 38.9 | 34.7 | 55.3 | 50.6 | 51.0 | 51.4 | 56.1 | 52.7 |
| PLAYED CHESS | **21.3 | 42.0 | 21.5 | 38.4 | 24.6 | 42.5 | 17.4 | 38.8 | 27.4 | 44.9 |
| READ POETRY NOT READ FOR COURSE | 65.7 | 55.5 | 54.0 | 48.0 | 66.1 | 59.0 | 71.1 | 65.7 | 66.0 | 58.6 |
| TOOK A TRANQUILIZING PILL | **6.0 | 8.8 | 5.4 | 9.1 | 5.8 | 8.8 | 6.2 | 10.1 | 6.7 | 8.5 |
| DISCUSSED RELIGION (3) | **25.1 | 29.6 | 18.9 | 23.0 | 30.8 | 33.1 | 24.7 | 34.2 | 28.0 | 31.7 |
| TOOK VITAMINS | **61.7 | 58.9 | 63.1 | 59.3 | 62.9 | 59.8 | 60.9 | 61.4 | 60.7 | 57.5 |
| VISITED ART GALLERY OR MUSEUM | **71.4 | 70.9 | 66.7 | 67.0 | 75.7 | 72.6 | 70.9 | 77.4 | 73.8 | 72.5 |
| PART IN U.S. POLITICAL CAMPAIGN | 48.3 | 42.7 | 32.6 | 34.1 | 49.9 | 45.5 | 54.8 | 48.6 | 49.6 | 47.7 |
| PART IN OTHER POLITICAL CAMPAIGN | 12.2 | 12.7 | 10.3 | 9.1 | 12.3 | 13.7 | 13.5 | 16.8 | 10.9 | 15.1 |
| MISSED SCHL RECS OF ILLNESS(3)** | 4.1 | 2.8 | 5.3 | 3.1 | 3.6 | 2.7 | 3.9 | 4.3 | 3.6 | 2.6 |
| SMOKED CIGARETTES (3) | **10.4 | 15.9 | 14.0 | 21.1 | 8.9 | 13.4 | 9.6 | 21.4 | 9.2 | 13.9 |
| DISCUSSED POLITICS (3) | **19.9 | 30.5 | 13.1 | 21.7 | 22.8 | 32.7 | 20.4 | 32.2 | 23.9 | 36.4 |
| DRANK BEER | **39.7 | 53.1 | 43.8 | 56.2 | 39.1 | 50.5 | 38.0 | 55.9 | 39.4 | 53.2 |
| DISCUSSED SPORTS (3) | **45.1 | 43.4 | 46.8 | 41.7 | 46.0 | 43.8 | 44.5 | 47.3 | 43.9 | 44.7 |
| ASKED TEACHER FOR ADVICE (3) | **31.6 | 21.0 | 29.0 | 17.8 | 32.4 | 22.7 | 32.5 | 31.1 | 32.1 | 21.8 |
| HAD VOCATIONAL COUNSELING | **13.4 | 60.0 | 60.9 | 63.0 | 62.8 | 59.9 | 48.0 | 59.8 | 67.3 | 57.0 |
| STAYED UP ALL NIGHT | **54.3 | 57.5 | 54.7 | 58.5 | 59.8 | 56.2 | 49.2 | 63.2 | 61.0 | 58.1 |

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.

(3) Frequently only, all other items frequently plus occasionally.

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Appendix A: 1968 Student Information Form

1968 STUDENT INFORMATION FORM

819028

When were you born?

| | | | | | |
|---------|---|---------|---|------|---|
| 8 | 1 | 9 | 0 | 2 | 8 |
| Month | | Day | | Year | |
| (01-12) | | (01-31) | | | |

Your Social Security Number (please copy carefully)

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

YOUR NAME (please print) _____
First Middle or Maiden Last

HOME STREET ADDRESS _____

City _____ State _____ Zip Code (if known) _____

DO NOT MARK THIS GRID

| | | | | |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 |

NOTE:

The information in this report is being collected for the American Council on Education as part of a continuing study of higher education. Your cooperation in this research will contribute to an understanding of how students are affected by their college experiences. Identifying information has been requested by the Council in order to make subsequent mail follow-up studies possible. Your responses will be held in the strictest professional confidence, and will be used only in group summaries for research purposes.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

DIRECTIONS: Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

Use only black lead pencil (No. 2½ or softer). Make heavy black marks that fill the circle. Erase cleanly any answer you wish to change. Make no stray markings of any kind.

Example: Will marks made with ball pen or fountain pen be properly read? Yes ☐ No ☒

1. Your Sex: Male ☐ Female ☐

2. How old will you be on December 31 of this year? (Mark one)

| | |
|-------------------------------------|-------------------------------------|
| 16 or younger <input type="radio"/> | 20 <input type="radio"/> |
| 17 <input type="radio"/> | 21 <input type="radio"/> |
| 18 <input type="radio"/> | Older than 21 <input type="radio"/> |
| 19 <input type="radio"/> | |

3. What was your average grade in secondary school? (Mark one)

| | |
|-------------------------------|--------------------------|
| A or A+ <input type="radio"/> | B- <input type="radio"/> |
| A- <input type="radio"/> | C+ <input type="radio"/> |
| B+ <input type="radio"/> | C <input type="radio"/> |
| B <input type="radio"/> | D <input type="radio"/> |

4. To how many colleges other than this one did you actually apply for admission? From how many did you receive acceptances? (Mark one in each column)

| | Applications | Acceptances |
|-------------|-----------------------|-----------------------|
| No other | <input type="radio"/> | <input type="radio"/> |
| One | <input type="radio"/> | <input type="radio"/> |
| Two | <input type="radio"/> | <input type="radio"/> |
| Three | <input type="radio"/> | <input type="radio"/> |
| Four | <input type="radio"/> | <input type="radio"/> |
| Five | <input type="radio"/> | <input type="radio"/> |
| Six or more | <input type="radio"/> | <input type="radio"/> |

5. Mark one:

This is the first time I have enrolled in college as a freshman. ☐
 I came to this college from a junior college. ☐
 I came to this college from a four-year college or university. ☐

6. The following questions deal with accomplishments that might possibly apply to your high school years. Do not be discouraged by this list; it covers many areas of interest and few students will be able to say "yes" to many items. (Mark all that apply)

Was elected president of one or more student organizations (recognized by the school). Yes ☐
 Received a high rating (Good, Excellent) in a state or regional music contest. ☐
 Participated in a state or regional speech or debate contest. ☐
 Had a major part in a play. ☐
 Won a varsity letter (sports). ☐
 Won a prize or award in an art competition. ☐
 Edited the school paper, yearbook, or literary magazine. ☐
 Had poems, stories, essays, or articles published. ☐
 Participated in a National Science Foundation summer program. ☐
 Placed (first, second, or third) in a state or regional science contest. ☐
 Was a member of a scholastic honor society. ☐
 Won a Certificate of Merit or Letter of Commendation in the National Merit Program. ☐

7. What is the highest academic degree that you intend to obtain? (Mark one)

None ☐
 Associate (or equivalent) ☐
 Bachelor's degree (B.A., B.S., etc.) ☐
 Master's degree (M.A., M.S., etc.) ☐
 Ph.D. or Ed.D. ☐
 M.D., D.D.S., or D.V.M. ☐
 LL.B. or J.D. ☐
 B.D. ☐
 Other ☐

8. Do you have any concern about your ability to finance your college education? (Mark one)

None (I am confident that I will have sufficient funds). ☐
 Some concern (but I will probably have enough funds). ☐
 Major concern (not sure I will be able to complete college). ☐

9. Are you a twin? (Mark one)

No ☐
 Yes, identical ☐
 Yes, fraternal same sex ☐
 Yes, fraternal opposite sex ☐

54/-55-

10. Through what source do you intend to finance the first year of your undergraduate education? (Mark one in each row)

| | | | |
|-----------------------------------------|-----------------------|-----------------------|-----------------------|
| | Major Source | Minor Source | Not a Source |
| Personal savings and/or employment..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parental or other family aid | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Repayable loan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Scholarship, grant, or other gift | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. What is the highest level of formal education obtained by your parents? (Mark one in each column)

| | | |
|-----------------------------|-----------------------|-----------------------|
| | Father | Mother |
| Grammar school or less..... | <input type="radio"/> | <input type="radio"/> |
| Some high school..... | <input type="radio"/> | <input type="radio"/> |
| High school graduate..... | <input type="radio"/> | <input type="radio"/> |
| Some college..... | <input type="radio"/> | <input type="radio"/> |
| College degree..... | <input type="radio"/> | <input type="radio"/> |
| Postgraduate degree..... | <input type="radio"/> | <input type="radio"/> |

12. What is your best estimate of the total income last year of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes. (Mark one)

| | |
|------------------------|------------------------|
| Less than \$4,000..... | \$15,000-\$19,999..... |
| \$4,000-\$5,999..... | \$20,000-\$24,999..... |
| \$6,000-\$7,999..... | \$25,000-\$29,999..... |
| \$8,000-\$9,999..... | \$30,000 or more..... |
| \$10,000-\$14,999..... | |

13. What is your racial background? (Mark one)

| | | |
|----------------|------------|----------------------|
| Caucasian..... | Negro..... | American Indian..... |
| Oriental..... | Other..... | |

14. Mark one in each column:

| | | |
|---------------------|-----------------------------------|-----------------------------------|
| | Religion in Which You Were Reared | Your Present Religious Preference |
| Protestant..... | <input type="radio"/> | <input type="radio"/> |
| Roman Catholic..... | <input type="radio"/> | <input type="radio"/> |
| Jewish..... | <input type="radio"/> | <input type="radio"/> |
| Other..... | <input type="radio"/> | <input type="radio"/> |
| None..... | <input type="radio"/> | <input type="radio"/> |

15. How would you rate the academic standards of your high school? (Mark one)

| | |
|-------------------------------|-----------------------|
| Very high..... | <input type="radio"/> |
| Fairly high..... | <input type="radio"/> |
| About average..... | <input type="radio"/> |
| Probably below average..... | <input type="radio"/> |
| Definitely below average..... | <input type="radio"/> |

16. Where did you rank academically in your high school graduating class? (Mark one)

| | | |
|------------------|------------------|------------------|
| Top 1%..... | Top 10%..... | Top Quarter..... |
| 2nd Quarter..... | 3rd Quarter..... | 4th Quarter..... |

17. Where did you live for most of the time while you were growing up?

| | |
|--------------------------------------|-----------------------|
| On a farm..... | <input type="radio"/> |
| In a small town..... | <input type="radio"/> |
| In a moderate size town or city..... | <input type="radio"/> |
| In a suburb of a large city..... | <input type="radio"/> |
| In a large city..... | <input type="radio"/> |

18. During the past year in school, how often did the following statements apply to you? (Mark one in each row)

| | | | | |
|-------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Always | Usually | Sometimes | Rarely or Never |
| Turned in assigned work on time..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Had trouble concentrating on assignments..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kept my desk or study place neat | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Was too bored to study | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Outlined the main points of a reading assignment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Made careless mistakes on a test..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did my homework at the same time every day | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Studied alone | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Put off starting my homework..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Got "exam jitters"..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fell asleep while studying..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Memorized facts or formulas without understanding them | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quit before completing a difficult assignment..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Shared or reviewed notes with other students..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Checked my work before turning in a paper or test..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did unrequired work for extra credit..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Made-up and took my own test for practice..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Daydreamed while studying | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Got a lower grade than I deserved in a test or assignment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Included minor details when taking notes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wasted too much time on bull sessions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Analyzed my mistakes to be sure I understood what was wrong | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Carefully went over diagrams or tables in the textbook | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Studied with the radio or record player on | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Studied with the TV on | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Clarified assignments with an instructor | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

19. What is your best guess as to the chances that you will: (Mark one in each row)

| | | | | |
|--------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Very Good Chance | Some Chance | Very Little Chance | No Chance |
| Get married while in college? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Get married within a year after college?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Obtain an A- or better over-all grade point average?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Change major field? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Change career choice?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fail one or more courses?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Graduate with honors? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Be elected to a student office?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Join a social fraternity, sorority, or club? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Author or co-author a published article?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Be elected to an academic honor society? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participate in student protests or demonstrations? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drop out of this college temporarily (exclude transferring)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drop out permanently (exclude transferring)?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Transfer to another college before graduating? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

20. Mark one in each column:

| | Your current home state | Your birthplace | Your father's birthplace | Your mother's birthplace |
|----------------------|-------------------------|-----------------------|--------------------------|--------------------------|
| Alabama | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Alaska | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Arizona | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Arkansas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| California | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Colorado | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Connecticut | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Delaware | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| D.C. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Florida | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Georgia | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hawaii | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Idaho | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Illinois | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Indiana | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Iowa | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kansas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kentucky | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Louisiana | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maine | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maryland | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Massachusetts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Michigan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Minnesota | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mississippi | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Missouri | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Montana | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Nebraska | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Nevada | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| New Hampshire | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| New Jersey | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| New Mexico | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| New York | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| North Carolina | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| North Dakota | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ohio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Oklahoma | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Oregon | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pennsylvania | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Rhode Island | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| South Carolina | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| South Dakota | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tennessee | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Texas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Utah | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Vermont | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Virginia | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Washington | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| West Virginia | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wisconsin | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wyoming | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Canada | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Latin America | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Europe | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Asia | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

21. Mark only three responses, one in each column.

☐ Your probable career occupation.
☐ Your father's occupation.
☐ Your mother's occupation.

Y F M

NOTE: If your father (or mother) is deceased, please indicate his (her) last occupation.

| | | | |
|------------------------------------------------------|---|---|---|
| Accountant or actuary | Y | F | M |
| Actor or entertainer | Y | F | M |
| Architect | Y | F | M |
| Artist | Y | F | M |
| Business (clerical) | Y | F | M |
| Business executive (management, administrator) | Y | F | M |
| Business owner or proprietor | Y | F | M |
| Business salesman or buyer | Y | F | M |
| Clergyman (minister, priest) | Y | F | M |
| Clergy (other religious) | Y | F | M |
| Clinical psychologist | Y | F | M |
| College teacher | Y | F | M |
| Computer programmer | Y | F | M |
| Conservationist or forester | Y | F | M |
| Dentist (including orthodontist) | Y | F | M |
| Dietitian or home economist | Y | F | M |
| Engineer | Y | F | M |
| Farmer or rancher | Y | F | M |
| Foreign service worker (including diplomat) | Y | F | M |
| Housewife | Y | F | M |
| Interior decorator (including designer) | Y | F | M |
| Interpreter (translator) | Y | F | M |
| Lab technician or hygienist | Y | F | M |
| Law enforcement officer | Y | F | M |
| Lawyer (attorney) | Y | F | M |
| Military service (career) | Y | F | M |
| Musician (performer, composer) | Y | F | M |
| Nurse | Y | F | M |
| Optometrist | Y | F | M |
| Pharmacist | Y | F | M |
| Physician | Y | F | M |
| School counselor | Y | F | M |
| School principal or superintendent | Y | F | M |
| Scientific researcher | Y | F | M |
| Social worker | Y | F | M |
| Statistician | Y | F | M |
| Therapist (physical, occupational, speech) | Y | F | M |
| Teacher (elementary) | Y | F | M |
| Teacher (secondary) | Y | F | M |
| Veterinarian | Y | F | M |
| Writer or journalist | Y | F | M |
| Skilled trades | Y | F | M |
| Other | Y | | |
| Undecided | Y | | |
| Laborer (unskilled) | | F | M |
| Semi-skilled worker | | F | M |
| Other occupation | | F | M |
| Unemployed | | F | |

22. Below is a list of 66 different undergraduate major fields grouped into general categories. Mark only three of the 66 fields as follows:

- ① First choice (your probable major field of study).
 ② Second choice.
 ③ The field of study which is least appealing to you.

ARTS AND HUMANITIES

| | | | |
|----------------------------|---|---|---|
| Architecture | ① | ② | ③ |
| English (literature) | ① | ② | ③ |
| Fine arts | ① | ② | ③ |
| History | ① | ② | ③ |
| Journalism (writing) | ① | ② | ③ |
| Language (modern) | ① | ② | ③ |
| Language (other) | ① | ② | ③ |
| Music | ① | ② | ③ |
| Philosophy | ① | ② | ③ |
| Speech and drama | ① | ② | ③ |
| Theology | ① | ② | ③ |
| Other | ① | ② | ③ |

BIOLOGICAL SCIENCE

| | | | |
|-------------------------|---|---|---|
| Biology (general) | ① | ② | ③ |
| Biochemistry | ① | ② | ③ |
| Biophysics | ① | ② | ③ |
| Botany | ① | ② | ③ |
| Zoology | ① | ② | ③ |
| Other | ① | ② | ③ |

BUSINESS

| | | | |
|----------------------------------|---|---|---|
| Accounting | ① | ② | ③ |
| Business admin | ① | ② | ③ |
| Electronic data processing | ① | ② | ③ |
| Secretarial studies | ① | ② | ③ |
| Other | ① | ② | ③ |

ENGINEERING

| | | | |
|--------------------|---|---|---|
| Aeronautical | ① | ② | ③ |
| Civil | ① | ② | ③ |
| Chemical | ① | ② | ③ |
| Electrical | ① | ② | ③ |
| Industrial | ① | ② | ③ |
| Mechanical | ① | ② | ③ |
| Other | ① | ② | ③ |

PHYSICAL SCIENCE

| | | | |
|---------------------|---|---|---|
| Chemistry | ① | ② | ③ |
| Earth science | ① | ② | ③ |
| Mathematics | ① | ② | ③ |
| Physics | ① | ② | ③ |
| Statistics | ① | ② | ③ |
| Other | ① | ② | ③ |

PROFESSIONAL

| | | | |
|-------------------------------------------------------|---|---|---|
| Health Technology (medical, dental, laboratory) | ① | ② | ③ |
| Nursing | ① | ② | ③ |
| Pharmacy | ① | ② | ③ |
| Podiatry | ① | ② | ③ |
| Pre-law | ① | ② | ③ |
| Premedical | ① | ② | ③ |
| Pre-veterinary | ① | ② | ③ |
| Therapy (occupational, physical, speech) | ① | ② | ③ |
| Other | ① | ② | ③ |

SOCIAL SCIENCE

| | | | |
|------------------------------------------------------|---|---|---|
| Anthropology | ① | ② | ③ |
| Economics | ① | ② | ③ |
| Education | ① | ② | ③ |
| History | ① | ② | ③ |
| Political science (government, int. relations) | ① | ② | ③ |
| Psychology | ① | ② | ③ |
| Social work | ① | ② | ③ |
| Sociology | ① | ② | ③ |
| Other | ① | ② | ③ |

OTHER FIELDS

| | | | |
|------------------------------------------|---|---|---|
| Agriculture | ① | ② | ③ |
| Communications (radio, T.V., etc.) | ① | ② | ③ |
| Electronics (technology) | ① | ② | ③ |
| Forestry | ① | ② | ③ |
| Home economics | ① | ② | ③ |
| Industrial arts | ① | ② | ③ |
| Library science | ① | ② | ③ |
| Military science | ① | ② | ③ |
| Physical education and recreation | ① | ② | ③ |
| Other (technical) | ① | ② | ③ |
| Other (nontechnical) | ① | ② | ③ |
| Undecided | ① | ② | ③ |

Please be sure that only three circles have been marked in the above list.

20. Mark one in each column:

| | Your current home state | Your birthplace | Your father's birthplace | Your mother's birthplace |
|----------------------|-------------------------|-----------------------|--------------------------|--------------------------|
| Alabama | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Alaska | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Arizona | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Arkansas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| California | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Colorado | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Connecticut | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Delaware | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| D.C. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Florida | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Georgia | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hawaii | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Idaho | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Illinois | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Indiana | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Iowa | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kansas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kentucky | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Louisiana | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maine | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maryland | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Massachusetts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Michigan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Minnesota | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mississippi | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Missouri | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Montana | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Nebraska | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Nevada | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| New Hampshire | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| New Jersey | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| New Mexico | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| New York | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| North Carolina | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| North Dakota | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ohio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Oklahoma | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Oregon | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pennsylvania | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Rhode Island | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| South Carolina | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| South Dakota | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tennessee | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Texas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Utah | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Vermont | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Virginia | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Washington | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| West Virginia | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wisconsin | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wyoming | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Canada | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Latin America | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Europe | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Asia | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

21. Mark only three responses, one in each column.

☐ Your probable career occupation.
☐ Your father's occupation.
☐ Your mother's occupation.

NOTE: If your father (or mother) is deceased, please indicate his (her) last occupation.

| | | | |
|------------------------------------------------------|-------------------------|-------------------------|-------------------------|
| Accountant or actuary | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Actor or entertainer | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Architect | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Artist | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Business (clerical) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Business executive (management, administrator) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Business owner or proprietor | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Business salesman or buyer | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Clergyman (minister, priest) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Clergy (other religious) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Clinical psychologist | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| College teacher | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Computer programmer | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Conservationist or forester | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Dentist (including orthodontist) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Dietitian or home economist | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Engineer | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Farmer or rancher | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Foreign service worker (including diplomat) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Housewife | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Interior decorator (including designer) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Interpreter (translator) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Lab technician or hygienist | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Law enforcement officer | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Lawyer (attorney) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Military service (career) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Musician (performer, composer) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Nurse | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Optometrist | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Pharmacist | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Physician | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| School counselor | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| School principal or superintendent | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Scientific researcher | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Social worker | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Statistician | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Therapist (physical, occupational, speech) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Teacher (elementary) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Teacher (secondary) | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Veterinarian | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Writer or journalist | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Skilled trades | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Other | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Undecided | <input type="radio"/> Y | <input type="radio"/> F | <input type="radio"/> M |
| Laborer (unskilled) | <input type="radio"/> F | <input type="radio"/> M | <input type="radio"/> |
| Semi-skilled worker | <input type="radio"/> F | <input type="radio"/> M | <input type="radio"/> |
| Other occupation | <input type="radio"/> F | <input type="radio"/> M | <input type="radio"/> |
| Unemployed | <input type="radio"/> F | <input type="radio"/> M | <input type="radio"/> |

22. Below is a list of 66 different undergraduate major fields grouped into general categories. Mark only three of the 66 fields as follows:

- ☐ 1 First choice (your probable major field of study).
☐ 2 Second choice.
☐ L The field of study which is least appealing to you.

ARTS AND HUMANITIES

| | | | |
|----------------------------|-------------------------|-------------------------|-------------------------|
| Architecture | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| English (literature) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Fine arts | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| History | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Journalism (writing) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Language (modern) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Language (other) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Music | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Philosophy | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Speech and drama | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Theology | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Other | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |

BIOLOGICAL SCIENCE

| | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|
| Biology (general) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Biochemistry | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Biophysics | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Botany | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Zoology | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Other | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |

BUSINESS

| | | | |
|----------------------------------|-------------------------|-------------------------|-------------------------|
| Accounting | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Business admin | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Electronic data processing | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Secretarial studies | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Other | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |

ENGINEERING

| | | | |
|--------------------|-------------------------|-------------------------|-------------------------|
| Aeronautical | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Civil | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Chemical | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Electrical | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Industrial | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Mechanical | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Other | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |

PHYSICAL SCIENCE

| | | | |
|---------------------|-------------------------|-------------------------|-------------------------|
| Chemistry | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Earth science | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Mathematics | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Physics | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Statistics | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Other | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |

PROFESSIONAL

| | | | |
|-------------------------------------------------------|-------------------------|-------------------------|-------------------------|
| Health Technology (medical, dental, laboratory) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Nursing | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Pharmacy | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Podiatry | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Prelaw | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Premedical | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Preveterinary | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Therapy (occupational, physical, speech) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Other | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |

SOCIAL SCIENCE

| | | | |
|------------------------------------------------------|-------------------------|-------------------------|-------------------------|
| Anthropology | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Economics | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Education | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| History | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Political science (government, int. relations) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Psychology | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Social work | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Sociology | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Other | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |

OTHER FIELDS

| | | | |
|------------------------------------------|-------------------------|-------------------------|-------------------------|
| Agriculture | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Communications (radio, T.V., etc.) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Electronics (technology) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Forestry | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Home economics | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Industrial arts | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Library science | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Military science | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Physical education and recreation | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Other (technical) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Other (nontechnical) | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |
| Undecided | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> L |

Please be sure that only three circles have been marked in the above list.

23. Below is a general list of things that students sometimes do. Indicate which of these things you did during the past year in school. If you engaged in an activity frequently, mark "F." If you engaged in an activity one or more times, but not frequently, mark "O" (occasionally). Mark "N" (not at all) if you have not performed the activity during the past year. (Mark one for each item)

| | Frequently | Occasionally | Not at all |
|--------------------------------------------------------------------------------------|------------------------------------|-------------------------|-------------------------|
| Voted in a student election..... | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Came late to class | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Played a musical instrument..... | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Studied in the library | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Checked out a book or journal from the school library | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Arranged a date for another student..... | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Overslept and missed a class or appointment | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Typed a homework assignment..... | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Discussed my future with my parents..... | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Failed to complete a homework assignment on time .. | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Argued with a teacher in class..... | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Attended a religious service..... | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Participated in a demonstration against the war in Viet Nam..... | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Participated in a demonstration against racial discrimination | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Participated in a demonstration against some administrative policy of my school..... | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Did extra (unassigned) reading for a course..... | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Took sleeping pills | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Tutored another student..... | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Played chess..... | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Read poetry not connected with a course | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Took a tranquilizing pill | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Discussed religion | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Took vitamins | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Visited an art gallery or museum | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Worked in a school political campaign | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Worked in a local, state, or national political campaign | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Missed school because of illness..... | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Smoked cigarettes | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Discussed politics | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Drank beer | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Discussed sports..... | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Asked a teacher for advice after class..... | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Had vocational counseling..... | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |
| Stayed up all night | <input checked="" type="radio"/> F | <input type="radio"/> O | <input type="radio"/> N |

24. Indicate the importance to you personally of the following persons or events in your decision to enroll in this college. (Mark one for each item)

| | Major Influence | Minor Influence | Not Relevant |
|-----------------------------------------------------------|-----------------------|-----------------------|-----------------------|
| Parent or other relative | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| High school teacher or counselor..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Friends attending this college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Graduate or other representative from this college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Professional counseling or college placement service..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Athletic program of the college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other extracurricular activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social life of the college..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Opportunity to live away from home..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Low cost | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Academic reputation of the college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Most of the students are like me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Religious affiliation..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

25. Indicate the importance to you personally of each of the following: (Mark one for each item)

| | Essential | Very Important | Somewhat Important | Not Important |
|--------------------------------------------------------------------------------------|------------------------------------|------------------------------------|-------------------------|-------------------------|
| Becoming accomplished in one of the performing arts (acting, dancing, etc.) | <input checked="" type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Becoming an authority on a special subject in my subject field .. | <input checked="" type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Obtaining recognition from my colleagues for contributions in my special field | <input type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Becoming an accomplished musician (performer or composer) ... | <input type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Becoming an expert in finance and commerce | <input type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Having administrative responsibility for the work of others | <input type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Being very well-off financially | <input type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Helping others who are in difficulty | <input type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Participating in an organization like the Peace Corps or Vista.. | <input type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Becoming an outstanding athlete..... | <input type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Becoming a community leader | <input type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Making a theoretical contribution to science..... | <input type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Writing original works (poems, novels, short stories, etc.) | <input type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Never being obligated to people | <input type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Creating artistic work (painting, sculpture, decorating, etc.) ... | <input type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Keeping up to date with political affairs | <input type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Being successful in a business of my own | <input type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Developing a meaningful philosophy of life..... | <input type="radio"/> E | <input checked="" type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |

26. Mark one in each row:

| | Agree strongly | Agree somewhat | Disagree somewhat | Disagree strongly |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Students should have a major role in specifying the college curriculum..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Scientists should publish their findings regardless of the possible consequences..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Realistically, an individual person can do little to bring about changes in our society..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| College officials have the right to regulate student behavior off campus..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The chief benefit of a college education is that it increases one's earning power..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Faculty promotions should be based in part on student evaluations..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My beliefs and attitudes are similar to those of most other students..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student publications should be cleared by college officials..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Marijuana should be legalized..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Current levels of air pollution in large cities justify the use of drastic measures to limit the use of motor vehicles..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Urban problems cannot be solved without huge investments of Federal money..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cigarette advertising should be outlawed on radio and TV..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| College officials have the right to ban persons with extreme views from speaking on campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Only volunteers should serve in the armed forces | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students from disadvantaged social backgrounds should be given preferential treatment in college admissions..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Most college officials have been too lax in dealing with student protests on campus..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other recent publications by the staff of the Office of Research:

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John A. Creager and Alexander W. Astin

Educational and Psychological Measurement, 28, 1968, 719-734.

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Alexander W. Astin

The Journal of College Student Personnel, 1968, 299-307

Criteria of Student Development

Robert J. Panos

The Journal of College Student Personnel, 1968, 308-311

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Sociology of Education, 41, 1968, 88-102

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